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ABSTRACT

The journal includes nine articles on the theme of a world view of foreign language teaching. They are: "The Foreign Language Articulation Task Force Survey: A Report" (Reid Baker); "Report of the Ohio Foreign Language Task Force" (Barbara Snyder); "The Akron Story Part I: Summer Foreign Language Camps" (John D. Durden and Sandra K. Strauber); "The Akron Story Part II: Europe on $15 a Day" (John D. Durden, Marguerite M. Terrill and Shirley Perisutti); "The Role of Songs in the Foreign Language Classroom" (Thomas A. Claerr and Richard Gargan); "Developing Writing Proficiency for the Lower-Level Language Student" (Veletta Jane DeBoer); "Class Cuisine: Food in the Foreign Language Class" (Gretchen S. Rauschenberg); "Videotape vs. Audiotape for Listening Comprehension Tests: An Experiment" (Thomas S. Parry and R. Alan Meredith); and "Textbooks: Do They Match Your Students' Learning Needs?" (Jan Macian and Glenn Harewood). Brief articles containing classroom activity and management ideas which focus on telephone use, illustrated verb flashcards, seating charts by computer, using brand names to practice vocabulary, and time lines are also included. (MSE)

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THE OHIO MODERN LANGUAGE TEACHERS ASSOCIATION

LOOK OUT WORLD, HERE WE COME!

THE OMLTA JOURNAL

1984

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AN AFFILIATE OF THE OHIO EDUCATION ASSOCIATION

THE OHIO MODERN LANGUAGE TEACHERS ASSOCIATION
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LOOK OUT WORLD, HERE WE COME!

THE OMLTA JOURNAL

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Edited by: Barbara Snyder

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Marguerite M. Terrill	Doris Wheeler

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PREFACE

The theme of the 1984 Ohio Modern Language Teachers Association Annual Conference and of the 1984 OMLTA Journal is "Look Out World, Here We Come!" The theme recognizes a world view of foreign language teaching, and it also reflects the spirit and enthusiasm of Ohio teachers in looking beyond Ohio's borders. Because it is important that teachers have as many tools as possible to help students reach a world view, the OMLTA Journal provides a forum through which members may share ideas with one another.

The first articles in the Journal are reports of two Ohio Task Forces that have recently completed their work. In the first, Reid Baker reviews the Articulation Task Force report, and summarizes the OMLTA follow-up survey. The second provides a complete text of the Ohio Foreign Language Task Force report.

The Akron Story Parts I and II describe their very successful summer programs. First, Durden and Strauber report on the student camps that have been held for the past three summers, and in the second part, Durden, Terrill, and Perisutti report on the institutes for teachers held for the first time last summer.

Three articles give suggestions for helping teachers in the classroom using the high-interest activities of music, letters, and food. Claerr and Gargan list many useful ideas for using songs to teach more than just music. Through songs, for example, students may learn about culture. Students may also practice listening comprehension, literary analysis, or communicative activities based on songs. In the next article, DeBoer reports on a student letter-exchange project that helps develop writing proficiency for lower-level students, and she gives practical suggestions for implementing such a project. Rauschenberg gives suggestions for food activities both in class and outside of class, and also provides several classroom-tested recipes.

Two articles report on research projects. Parry and Meredith summarize an experiment that shows that the use of videotape helps students' listening comprehension, and Macían and Harewood describe a textbook evaluation procedure that matches the text to student learning characteristics.

The Idea Exchange sections include suggestions for games and activities that are interesting, creative, and fun, and that have proven successful in getting students to participate actively in the classroom language-learning process.

The articles and ideas included in the OMLTA Journal may help teachers and students in the classroom and may also help prepare for the world beyond the classroom. It is hoped that each of you who reads these articles will find ideas to help you and to help your students, so that we can say together, "Look Out World, Here We Come!"

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THE FOREIGN LANGUAGE ARTICULATION TASK FORCE SURVEY: A REPORT

Reid Baker
State Foreign Language Supervisor, Columbus

Ohio foreign language educators and their state professional associations have long been concerned about articulation between secondary school and collegiate-level language programs. During the 1970's, however, professional attention largely shifted to other concerns, as college admission and degree requirements were abolished and secondary school teachers sought other means to attract students to language study. Now in the 1980's, Ohio universities are once again establishing admission requirements that include foreign language, and high school teachers are asking: What will be expected of my students when they reach college?

Background

In September 1980, the Ohio Board of Regents and the State Board of Education jointly appointed a 15-member Advisory Commission on Articulation between Secondary Education and Ohio Colleges. The Commission, composed of representatives from both secondary and higher education levels, was charged with the task of developing a college preparatory curriculum that would clearly define expectations for students entering college and, when followed, would reduce the need for remedial course work at the collegiate level.

The Commission's report, issued in April 1981, recommended a college preparatory curriculum consisting of four units of English and a minimum of three units of mathematics (one of them to be taken in the senior year), supplemented by three units of social studies, three units of science, and three units of foreign language. Private and state-assisted four-year institutions of higher learning were urged to require that students applying for admission on an unconditional basis must have successfully completed the proposed preparatory curriculum. Other recommendations, together with their related implementation strategies, focused on teacher preservice and inservice education and on communication within the educational community as well as with students and their parents. In accordance with the report's final recommendation, a joint Advisory Council for College Preparatory Education was appointed to monitor the implementation of the Commission's recommendations and to evaluate their success.

Reactions to the recommended college preparatory curriculum were generally positive. The proposed three units of foreign language, however, proved to be the center of some controversy throughout the state. Some people felt that three years of language study were excessive as a general requirement, while others advocated the exclusion of foreign language altogether from the college preparatory curriculum. As a compromise measure, the

Advisory Council reduced the recommended foreign language requirement to two units, and the amended college preparatory curriculum was endorsed by resolutions of both the Board of Regents and the State Board of Education.

As part of the Commission's work, two appointed task forces formulated recommendations for college preparatory programs in English and mathematics. These recommendations were included as an appendix in the Commission's report. Subsequently, similar task forces were appointed for science, social studies, and foreign language. Appointed to the foreign language task force were seven collegiate-level people: Reed Anderson, Miami University; Martha Knorre, University of Cincinnati; Dr. Helmut Kremling, Ohio Wesleyan Universiy; Bethany Oberst, Cleveland State University; Charles Richardson, Ohio University; Helen Shepard, Lorain County Community College; and Yvonne Stebbins, Sinclair Community College. Elaine Hairston, Director of Special Programs, Ohio Board of Regents, served as Chairperson.

The foreign language task force departed significantly from the approach taken by the other task forces. Instead of emphasizing content, i.e., what should be covered, they defined the foreign language college preparatory program in terms of expected learning outcomes, i.e., what students should be able to do in the areas of grammar and syntax, vocabualry, listening, speaking, reading, writing, and culture at the end of two years and three or more years, respectively, of language study. (The competency criteria were based on the "Proposed Foreign Language Curriculum Guide for the State of Ohio," prepared by Richard and Mary Danner of Ohio University for the Articulation and Curriculum Committee of the Ohio Modern Language Teachers Association.) The draft of the task force report containing these competency criteria was then reviewed and edited by six secondary-level people and expanded to include classical languages. Irene Bandy, Assistant Superintendent, Ohio Department of Education, served as Chairperson of the secondary group. Other members were Robert Ballinger, Worthington High School; John Durden, Akron City Schools; Nancy Humbach, Finneytown High School, Cincinnati; Carolyn Ummel, Valley View High School, Germantown; Marion Walters, DeVilbiss High School, Toledo; and Carolyn White, Northland High School, Columbus.

The Survey

In March 1980, the Ohio Modern Language Teachers Association distributed the foreign language articulation task force report to its 1200 members in the form of a survey questionnaire. Respondents were asked to indicate, first, whether they considered each competency statement (1) very important, (2) important for college-bound students, or (3) not important. They were then asked to indicate whether they considered each competency statement (1) not applicable, (2) achievable by all students who do

passing work, (3) achievable by most A, B, and C students, (4) achievable by only the best students, or (5) not achievable as described. A total of 241 survey questionnaires -- 213 from secondary-level respondents and 28 from collegiate-level respondents -- were returned by OMLTA members.

The three tables on the following pages present the results of the modern language portion of the survey. The first four columns of figures show the percentages of respondents selecting each degree of importance for the various competency statements. The remaining six columns show percentages of respondents selecting each degree of achievability. For each competency statement, the first four figures should total 100 percent, and the remaining six figures should total 100 percent.

In general, respondents registered a high level of support for the competency criteria. For the most part, very large percentages of them felt the skills specified for two years of study were important for all students. At the same time, there was some tendency to relate the skills designated for three or more years of study to college-bound students. Only three or four skill statements were rated unimportant by more than a negligible percentage of respondents.

There was somewhat less agreement with regard to achievability of competencies. As might be expected, though, percentages of responses generally reflected the belief that the higher the order of skill, the more capable the student had to be to achieve it. Only one skill -- oral discussion of main features of literary works -- was felt by more than 10 percent to be not applicable, and three others were judged by a similar percentage to be unachievable as described.

The greatest divergence of opinion was registered in regard to part C of the Culture section. This part consisted, not of learner competency statements, but rather ways in which the foreign language program should encourage acquaintance with the foreign culture. While there was broad general agreement on the importance of study abroad, participation in foreign exchange programs and local ethnic activities, and attendance at or sponsorship of language fairs, a significant percentage of the respondents either did not respond to these items, or felt that such activities were not applicable or else unachievable as described.

Toward Better Articulation

Articulation in education is often structured according to what could be termed the "Mosaic" model. Like the tablets of the law that Moses brought down from the mountain, it involves expectations formulated at a higher level as to what people at a lower level should be doing -- in this case, producing in terms of

O M L T A ARTICULATION QUESTIONNAIRE

PERCENTAGES OF RESPONSE

Very important for all students	Important for college-bound students	Not important	No response	Not applicable	Achievable by all students who do passing work	Achievable by most A, B, and C students	Only my best students can achieve this	Not achievable as described	No response
75	19	1	1	0	39	54	5	1	1
92	8	0	0	0	53	42	2	0	3
31	63	4	1	1	8	40	47	0	4
67	31	0	2	3	13	54	25	3	2
73	25	0	2	0	29	49	16	4	2
61	37	0	2	1	18	52	24	3	2
58	42	0	0	0	16	50	31	1	2
49	43	5	3	6	22	36	21	14	1
94	6	0	0	0	64	33	27	1	0
79	19	1	1	0	68	31	1	0	0
85	14	0	1	0	60	34	4	1	1
67	33	0	0	0	15	52	32	0	1
74	23	1	2	1	35	54	8	1	1
50	46	2	2	1	12	52	30	3	2

N = 241 213 secondary
28 college level

MODERN LANGUAGES

Grammar and Syntax:

A. Following two years of study, the student:
- Understands and can use main elements of grammar and syntax as found in any widely adopted introductory foreign language text series;
- Uses simple grammatical structures for oral and written communication;
- Recognizes more complex grammatical constructions when listening and reading.

B. Following three or more years of study, the student:
- Maintains practice and can use with ease the elements of grammar and syntax introduced throughout his or her years of language study.

Vocabulary

A. Following two years of study, the student:
- Has active control (speaking and writing) of a minimum vocabulary of approximately 1500-2000 terms which are representative of those found in the glossary of any widely adopted foreign language textbook series;
- Has receptive (listening and reading) control of a minimum vocabulary of approximately 2500-3000 terms;
- Infers meaning of new words belonging to known word families.

B. Following three or more years of study, the student:
- Has acquired additional vocabulary from a variety of sources (e.g., newspapers, literary texts, magazines, radio broadcasts, movies, and so on).

Listening

A. Following two years of study, the student:
- Comprehends simple utterances spoken at a moderate tempo;
- Recognizes differences between formal and familiar forms of address;
- Distinguishes questions from statements in all forms commonly used by speakers of the foreign language;
- Infers the meaning of new words from context;
- Comprehends textbook-related materials presented at a normal tempo;
- Understands simple anecdotes, narrative and dramatic passages spoken at a moderate tempo.

Very important for all students	Important for college-bound students	Not important	No response	Not applicable	Achievable by all students who do passing work	Achievable by most A, B, and C students	Only by best students can achieve this	Not achievable as described	No response	
53	41	2	4	5	13	46	31	3	2	B. Following three or more years of study, the student:
40	45	5	2	5	12	41	31	9	2	- Understands more complex narrative and dramatic passages spoken at an appropriate tempo;
27	59	8	6	8	2	19	45	24	2	- Adjusts to a variety of voices, tempos, and standard accents;
										- Follows authentic spoken language of various types (e.g., drama, speeches, radio, TV, films).
										Speaking
79	19	2	1	1	21	42	27	4	2	A. Following two years of study, the student:
78	18	2	2	0	21	45	31	3	1	- Speaks with sufficient clarity to be understood by native speakers of the foreign language;
65	34	0	1	0	12	38	42	8	0	- Uses appropriate accent, rhythm, intonation and stress in simple declarative and interrogative sentences;
										- Speaks in the foreign language on topics within the range of the student's experience, including the expression of personal opinions or ideas;
44	51	3	2	2	5	32	54	5	2	- Summarizes in the foreign language a simple narrative or dramatic passage that has just been read aloud;
68	30	0	2	1	28	41	26	3	1	- Uses formal and familiar forms of address appropriately and with facility.
										B. Following three or more years of study, the student:
59	37	2	2	5	14	48	31	2	0	- Retells simple narratives using appropriate changes in person and/or tense;
52	41	2	5	5	5	39	42	7	2	- Displays conversational fluency with appropriate selection of words and phrases (including idioms) and with acceptable control of grammar, syntax and phonology;
39	48	6	7	6	7	33	38	12	4	- Discusses current events;
18	56	19	7	12	4	25	47	8	4	- Discusses the main features of literary works.
										Reading
83	15	0	2	0	39	49	10	2	0	A. Following two years of study, the student:
71	27	0	2	0	21	54	23	0	2	- Reads simple textbook-related paragraphs with full comprehension;
55	41	0	4	0	26	53	16	2	3	- Infers the meaning of new words from context;
										- Comprehends simple contemporary readings (expository and literary) with the aid of a dictionary or glosses.
39	53	3	5	5	12	45	32	4	2	B. Following three or more years of study, the student:
38	54	4	4	6	8	34	41	8	3	- Comprehends selected library materials with minimal aid of a dictionary or glosses;
										- Comprehends expository prose (e.g., magazines, newspapers, history, geography, politics) of an introductory or non-specialist nature with minimal aid of dictionary or glosses.

Very important for all students	Important for college-bound students	Not important	No response	Not applicable	Achievable by all students who do passing work	Achievable by most A, B, and C students	Only my best students can achieve this	Not achievable as described	No response	
										Writing
75	23	2	0	1	38	48	11	0	2	A. Following two years of study, the student:
65	30	4	1	3	35	52	8	?	0	- Uses diacritical marks, spells, capitalizes, and punctuates correctly;
87	12	0	1	0	55	41	3	0	1	- Reproduces with accuracy dictated materials from textbooks;
41	43	13	3	6	12	48	24	5	5	- Answers simple questions in writing;
41	51	5	3	2	12	47	32	4	3	- Rewrites dialogue using indirect discourse;
54	35	7	4	5	29	47	14	3	2	- Summarizes brief expository passages;
54	41	2	3	2	17	45	31	2	3	- Writes simple personal letters;
										- Composes short paragraphs using a variety of vocabulary and syntactical patterns.
73	24	1	2	5	26	48	19	1	1	B. Following three years or more of study, the student:
67	30	1	2	4	30	50	13	1	2	- Writes with correct basic grammar and syntax;
60	33	3	4	5	34	42	15	2	2	- Composes short answers to essay questions;
46	46	5	3	4	13	35	40	5	3	- Composes brief dialogues and narratives;
39	55	4	2	5	6	32	48	7	2	- Expresses opinions on a wide range of topics;
										- Organizes ideas well within paragraphs and in whole compositions.
										Culture
82	16	0	2	0	66	23	6	3	2	A. Following two years of study, the student:
										- Recognizes and can compare basic cultural similarities and differences between countries in which the language is spoken and the United States;
88	10	0	2	0	76	15	6	1	2	- Recognizes that people throughout the world are individuals;
83	12	0	5	0	55	24	11	5	5	- Reflects an objective view of foreign culture.
										B. Following three or more years of study, the student:
58	37	1	4	6	20	37	28	7	2	- Demonstrates, in foreign language, knowledge of the foreign culture (geographical social political, religious, artistic, and economic aspects).
										C. The foreign language program should encourage acquaintance with the foreign culture in ways such as:
57	37	3	3	10	26	23	15	20	6	- Recommending and facilitating study abroad in a country or countries where the language being studied is spoken;
56	32	7	5	15	23	28	17	10	7	- Encouraging participation in foreign exchange programs;
62	20	12	6	20	44	10	5	11	10	- Participating in local ethnic activities;
59	23	11	7	9	52	10	4	18	7	- Attending and/or sponsoring language fairs.

student learning. College teachers have expectations of high school teachers, who in turn have expectations of junior high or middle school teachers, and so on down the line.

As long as these expectations regarding student learning are realistic, based on a full knowledge of learning conditions and learner characteristics at lower levels, there is generally no serious problem. All too often, however, those who formulate expectations or standards at one level have unrealistic notions about what can be reasonably accomplished at a lower level. In such situations, communication is usually one-way, from top to bottom, and those upon whom the expectations are levied have little or no opportunity to make the constraints and limitations they labor under known to those above. More often than not, hostility and mutual recrimination are the result.

The report of the foreign language articulation task force represents a significant step toward better articulation between secondary and collegiate-level modern language programs in Ohio. Certainly one of its major strengths is its specification of desired learning outcomes in terms of student skills or competencies instead of the traditional inventory of grammar and culture topics to be "covered" with no operational definition of what constitutes student learning.

If, however, the Ohio artiuclation document is regarded as the tablet of the law, to be obeyed to the letter and without question, then the cause of articulation is likely to be seriously set back rather than advanced. More appropriately, the document should provide structure and direction to language programs. In this regard, it should be flexible enough in its interpretation to accommodate the wide diversity of local conditions and resources as well as the considerable range of individual student needs and abilities that exist throughout the state. And, of equal importance, it should provide a basis for two-way communication between and among language teachers at all levels of instruction.

In judging what is reasonable to expect in terms of secondary school language learning, it should be remembered that one unit (i.e., one year) of high school study, as defined by state minimum standards, consists of 120 scheduled hours of instruction. That does not take into account time lost for pep rallies, drama and athletic practice, snow days, senior week, assemblies, announcements, and the countless other things that reduce secondary school instructional time. By comparison, as Gerard Ervin (1) documents from his personal experience as an instructor, the U.S. government language schools count on about 600 hours for learners of French and Spanish to attain a "3" rating, or minimal functional proficiency level, on the Foreign Service Institute scale. This is accomplished with highly motivated adult learners

(not 14 to 16 year olds), and with four or five students to a class (not 35!). Additionally, one hour of instruction is alternated with one hour of intensive practice conducted by a trained native drillmaster throughout an eight-hour day, plus two to four hours homework a night and several weekends of total immersion in the target language during the course. Equivalent proficiency in German requires 900 hours; in an eastern European language, 1200 hours; and, in a language like Chinese, Japanese, or Arabic, it takes two years under the above conditions, the second year spent in the foreign country.

Ultimately, as Barbara Snyder (2) emphasizes, articulation involves receiving students at whatever levels of achievement they may be, and then taking each one as far as he or she is able to go in a given course. The articulation document can give structure and direction to our efforts to prepare students for college. But in this process, let us constantly bear in mind the invaluable lessons we as a profession learned in the 1970's, so that in our college preparatory fervor we never lose sight of the individual student. Above all, let us never stop talking to each other across the various levels at which we teach.

Notes

1 Gerard Ervin, Personal communication.

2 Barbara Snyder, NEH Language Project Panel, Ohio University Lancaster Campus, Lancaster, Ohio , February 22, 1984.

IDEA EXCHANGE: REACH OUT AND TOUCH SOMEONE
Jeanne Olsen, Normandy High School, Parma

Teenagers love to talk on the phone. To take advantage of this phenomenon, a class set of plastic telephones was purchased for the department. These are bright yellow, pink, and green but normal-sized toy telephones from a children's toy store. The dial model costs less than $2.00 and the touch-tone less than $3.00. Naturally, students prefer the touch-tone phones.

To use the phones, I divided the students into groups of two and asked them to make up a conversation based on a phone call. The first conversation was done during the lesson in which they learn simple telephone vocabulary (¿Bueno? ¿Quién habla? etc.). The next was the lesson on telling time and time expressions. The students sit with their two desks back to back to talk and practice. (After all, you can't see the person you're calling on the phone.) I was able to relax and enjoy the experience of hearing students who had never responded in class talk happily with phone in hand. What a benefit from a small investment!

REPORT OF THE OHIO FOREIGN LANGUAGE TASK FORCE

Barbara Snyder
Assistant Chairperson, Parma

The report of the President's Commission on Foreign Language and International Studies, Strength through Wisdom: A Critique of U. S. Capability, was released in October 1979. One of the recommendations included was that an an Advisory Council on Foreign Language and International Studies should be established within each state. In February 1981, Ohio State Superintendent of Public Instruction Franklin D. Walters appointed a Foreign Language Task Force to report on the status of foreign language study in the state of Ohio. Appointed to the Task Force were Herman J. Oellerich, President, ARMCO Building Systems Division, Middletown, Chairperson; Barbara Snyder, Spanish teacher, Normandy High School, Parma, Assistant Chairperson; Roswitha Burkey, German teacher, Grove City High School, South Western City Schools; James Donovan, Curriculum Coordinator, Madison County Schools, London; John Durden, Foreign Language Coordinator, Akron City Schools; George Groh, Superintendent, Geauga County Schools, Chardon; Jack Hoyt, Director of Marketing Research, Champion Spark Plug Company, and former President of Lucas County Board of Education, Toledo; Benjamin Lupica. Latin teacher, Mt. Vernon HS, Mount Vernon, Charles Manuel, Superintendent, Findlay City Schools; Daniel Raisch, Superintendent, Oakwood City Schools; Karl Runser, Managing Editor, The Athens Messenger; and Charles Wynne, Spanish teacher, Western Hills High School, Cincinnati. Reid Baker, State Foreign Language Consultant, Columbus. represented the Ohio State Department of Education.

This Task Force released its report in February 1983. The following is the complete text of the Task Force report.

Major Recommendations

1. That the State Superintendent of Public Instruction appoint a permanent Advisory Council on Foreign Languages and International Studies.

2. That the State Department of Education upgrade the requirements for the certification of foreign language and international studies teachers and that teacher education and professional development programs in these fields be strengthened and expanded.

I. Preface

In the late 1970's and early 1980's, public attention was focused on the condition of foreign language instruction and capability in the United States through statements such as:

At a time when interdependence is vital to international peace and to the nation's welfare and defense, the capacity of Americans to communicate effectively with other people is decreasing.

The final act of the Helsinki Accords commits the signatory states "to encourage the study of foreign language and civilization as an important means of expanding communication among people."

"The problem is serious and complex. Yet, unlike many other public issues confronting the nation, solutions are within reach...." (1). These solutions can best be developed at a local level.

In February 1981, State Superintendent of Public Instruction Franklin D. Walter organized a Task Force composed of educators and community persons to study the status of foreign language instruction in Ohio's secondary schools. In establishing the purpose of the Task Force, Dr. Walter set forth the following task:

1. To assist the Ohio Department of Education in responding and reacting to the Presidential Commission on Foreign Language and International Studies.

2. To examine the quality and quantity of instructional programs in foreign languages and cultures as they stand in Ohio schools and to recommend appropriate measures to strengthen such programs.

3. To recommend ways of encouraging the study of foreign languages and cultures in Ohio schools.

II. Recommendations:

A. That the State Superintendent of Public Instruction appoint a permanent Advisory Council on Foreign Languages and International Studies.

1. The Council should have the following purposes:

a) To determine foreign language career opportunities for Ohioans and to make this information available to teachers, foreign language supervisors, guidance counselors, school administrators, curriculum committees and local school board members.

- Emphasize the relationship between foreign language proficiency and career opportunities.

- Determine foreign language needs of Ohio business (which languages and how many positions).

b) To develop a statewide awareness by legislators, university and secondary educators, and members of the media, business community, and local school boards of the value of foreign language study and international understanding.

- Increase visibility of current foreign language programs.
- Compare Ohio's programs with national statistics.
- Identify exemplary or model Ohio foreign language programs.
- Identify Ohio foreign language educational and program needs.
- Emphasize the personal advantages of knowing another language.
- Seek business and foundation support to help promote foreign language programs.
- Promote awareness of the interdependence of Ohio, the nation and the international community.
- Promote awareness of foreign language ability as an essential component in the process of understanding and co-existing with other cultures and nations.

c) To encourage and assist in the improvement of existing foreign language and international studies programs.

- Explore ways that area schools can cooperate to offer a wider variety of foreign language programs.
- Encourage and support foreign language teacher involvement with professional foreign language organizations and attendance at conferences and workshops.
- Establish foreign language proficiency criteria for teachers and students.
- Provide more training and idea exchange on exemplary programs for local foreign language supervisors.
- Encourage use of more preservice and inservice time devoted to local foreign language improvement.
- Provide ideas, suggestions and recommendations concerning the use of technical aids (computers, etc.).

- Provide an information base and incentive for student exchange, teacher exchange and native language speakers.

- Develop effective means of improving foreign language teacher morale.

- Establish a statewide communications network to reach all foreign language teachers.

d) To encourage and assist in the expansion of foreign language and international studies enrollment.

- Promote student exchange programs.

- Support reinstatement of foreign language college entrance and graduation requirements.

- Encourage an increase in the number of foreign languages taught.

- Encourage an increase in the number of levels of foreign languages taught.

- Explore ways to increase foreign language programs at the elementary school level.

- Increase the awareness of guidance counselors regarding foreign language career opportunities.

- Consider the use of exploratory culture based programs to interest students in foreign language study.

- Encourage the enrichment of advanced course content to appeal to a broader range of student needs and interests.

2. The Advisory Council should be composed of educators, members of the business community, media representatives and other concerned citizens.

3. Initially one third of the council membership should be appointed for a term of two years, one third for a term of three years and one third for a term of four years; subsequent members shall serve three year terms.

4. Funding to support the activities of the Advisory Council should be solicited from private foundations and other areas of the private sector.

5. An annual budget with sufficient funds to allow for quarterly meetings of the Council, clerical and research

assistance, public awareness programs and foreign language improvement activities should be developed prior to the commencement of fund-raising activities.

B. That the State Department of Education upgrade the requirements for the certification of foreign language and international studies teachers and that teacher education and professional development programs in these fields be strengthened and expanded.

1. Require that language departments in approved teacher preparation institutions provide for demonstrated proficiency on the part of candidates for foreign language certification.

2. Recommend that foreign language course work leading to certification be well distributed among the following areas:

a) Applied linguistics including advanced language analysis and phonetics.

b) Civilization and contemporary culture.

c) Literature.

d) Psychology of language and/or psycholinguistics.

3. Encourage school districts to provide professional growth activities specifically related to foreign language education as a part of the organized in-service education program.

4. Encourage that, in addition to required courses, prospective teachers of foreign language have completed course work in international studies and that prospective teachers of international studies have completed course work in foreign language.

III. Background

A. The Presidential Commission on Foreign Language and International Studies:

1. The Task Force has examined the report of November 1979 and the recommendations therein.

2. The central thrust of the commission's report is the need for federal assistance to create an awareness in the states of the value of foreign language and cultural studies and to offer staff and financial assistance to implement and improve language and cultural study programs arising out of such awareness.

3. Although the Task Force is in agreement with the premise (see below) of the commission's findings and supports its recommendations, it believes the solution to Ohio's language and cultural studies needs must lie within the state as little support can be expected from federal sources.

4. As will be seen in succeeding sections of this report, there are bright spots in Ohio's current language situation. But there is also considerable need for improvement and expansion of the program. The Task Force believes the following excerpt from the introduction of the Presidential Commission's report accurately describes its own findings and clearly enunciates the reasons why improvement and expansion are necessary:

"The final act of the Helsinki Accords commits the signatory states 'to encourage the study of foreign language and civilization as an important means of expanding communication among people.' To help realize this goal, the President's Commission has devoted a year to an intensive evaluation of the state of foreign language and international studies and their impact on the nation's internal and external strength. We are profoundly alarmed by what we have found: a serious deterioration in this country's language and research capacity, at a time when an increasingly hazardous international military, political, and economic environment is making unprecedented demands on America's resources, intellectual capacity, and public sensitivity.

The problem extends from our elementary schools, where instruction in foreign languages and cultures has virtually disappeared, to the threatened imminent loss of some of the world's leading centers for advanced training and research on foreign areas. Such specific educational neglect, moreover, is reflected in public uncertainty about the relationship between American interests and goals and those of other peoples and other cultures.

Nothing less is at issue than the nation's security. At a time when the resurgent forces of nationalism and of ethnic and linguistic consciousness so directly affect global realities, the United States requires far more reliable capacities to communicate with its allies, analyze the behavior of potential adversaries, and earn the trust and the sympathies of the uncommitted. Yet, there is a widening gap between these needs and the American competence to understand and deal successfully with other people in a world of flux.

National security, moreover, cannot safely be defined and protected within the narrow framework of defense, diplomacy, and economics. A nation's welfare depends in large measure on the intellectual and psychological strengths that are derived

from perceptive visions of the world beyond its own boundaries. On a planet shrunken by the technology of instant communications, there is little safety behind a Maginot Line of scientific and scholarly isolationism. In our schools and colleges as well as in our public media of communications, and in the everyday dialogue within our communities, the situation cries out for a better comprehension of our place and our potential in a world that, though it still expects much from America, no longer takes American supremacy for granted. Nor, the Commission believes, do this country's children and youths and it is for them, and their understanding of their own society, that an international perspective is indispensable. Such a perspective is lacking in most educational programs now.

The problem is serious and complex. Yet, unlike many other public issues confronting the nation, solutions lie within reach..."

C. Evaluation of current programs of study in foreign language and cultures in Ohio public schools (2).

1. Foreign Language Enrollment

At a time when secondary school foreign language enrollment nationwide has been declining, enrollment in Ohio language programs has remained relatively strong.

a) The most recent national survey, based on enrollment data for the 1978-79 school year, showed that approximately 20.4 percent of Ohio public school students in grades 7 through 12 are enrolled in foreign language courses as compared to 17.8 percent nationwide. Only 13 states--all but one of these in the east and northeast where emphasis on foreign language study has traditionally been strong--had a higher percentage of foreign language enrollment...

b) A representative sample of Ohio public high schools surveyed in 1981 reported 23.1 percent of all students in grades 9 through 12 are enrolled in foreign language courses. One reason for Ohio's strong foreign language enrollment is that state minimum standards require high schools to "schedule and operate each year...in separately organized classes with students enrolled" at least two units (years) of foreign language. Most high schools exceed this minimum by a considerable margin, with a few schools scheduling 20 units or more. Only three of Ohio's 743 public high schools fail to meet the two-unit requirement. The new standards slated for implementation in 1983 will increase the minimum to

three units of a single language, or if two languages are scheduled, two units of each.

c) A national study conducted by the American Council on the Teaching of Foreign Languages recently identified three Ohio programs as being among the 50 most "successful" foreign language programs in the United States. The entire Akron foreign language program, grades 6 through 12, the Latin program at Columbus Northland High School, and the Brecksville High School German program were cited for the extent to which they attract and retain studens, as well as for their capacity to develop readily measurable language proficiency.

d) Unique in Ohio and one of the few programs of its kind in the country is Cincinnati's "bilingual" program, more properly termed a semi-immersion elementary school foreign language program. Approximately 2300 pupils, kindergarten through eighth grade, enrolled in eight magnet elementary schools and one middle school, spend from one-fourth to one-half of each day learning their various school subjects in French, Spanish, or German. The program, now in its tenth year of operation, has achieved results in terms of the pupils' foreign language proficiency---with no adverse effects on their English reading and mathematics achievement, which is consistently well above both national and citywide averages.

e) Ohio students have performed generally well on the College Entrance Board foreign language achievement tests. Although Spanish achievement scores have been below the national average since 1976, French and German scores have been above it, as has Latin for every year but one. No Ohio students have taken the Russian, Hebrew or Italian achievement tests in recent years.

f) In 1981, the Advisory Commission on Articulation between Secondary Education and Ohio Colleges, appointed by the Ohio Board of Regents and the State Board of Education, proposed three years of high school foreign language as part of a college preparatory program that would admit the student unconditionally to the private and state-assisted four-year colleges and universities. The Advisory Council on College Preparatory Education, charged with implementation of the Commission's proposals, has recommended three years of foreign language for unconditional admission to college and university programs requiring foreign language, and two years for admission to other programs. Also included in the college preparatory program would be four years of English and three years each of mathematics, science, and social studies, including one year of world history.

2. Program Characteristics

Characteristically, Ohio foreign language programs begin in the ninth grade, offer Spanish, French, German and Latin, and consist primarily of Levels I through IV of the various languages.

a) According to a 1981 survey by the State Department of Education, 74 percent of school districts reported that foreign language programs begin in the ninth grade. Of the state's 2953 elementary schools, 10.8 percent representing 120 school districts have foreign language programs encompassing at least one grade level, and 92 schools representing 51 school districts have foreign language programs in grades seven and eight or in grade eight.

b) Pre-ninth grade programs are generally of two types.

- The academic program, which may include one or more languages, provides a given student instruction in a single language, preparing him or her for more advanced work in that language at the senior high level. In most cases, the equivalent of the first high school year of study (Level I) is completed before the ninth grade, making it possible for the district to offer a fifth level of study--or even a sixth if more work is completed early. Ideally, the program is carefully coordinated to assure sequential learning with a minimum of repetition in course content from one instructional level to another. When it is not, a high rate of student dropout, frequently coupled with misunderstanding and mutual recrimination among teachers, usually results.

- The exploratory program may be more accurately characterized as a course, since it usually lasts one year or less. In most exploratory programs, students receive introductory instruction in one language and its related culture for six to twelve weeks, then move on to another language, eventually sampling all the languages offered in the district's high school curriculum. The major purpose is to give the students an initial experience in foreign language learning as a basis for their decisions regarding language study at the high school level. The exploratory program's relatively low cost and complexity help to explain its popularity among the increasing number of school districts that consider it important to give pre-high school students a foreign language experience but cannot maintain a full academic-type program.

c) In terms of both the number of students enrolled and the number of schools where languages are taught, Spanish, French, German, and Latin predominate in Ohio schools.

- Spanish was scheduled in 87.6 percent of the high schools surveyed in 1981, French was scheduled in 83.3 percent, German in 31.8 percent, and Latin in 26.8 percent. In the same year, approximately 87,000 Ohio public high school students were enrolled in Spanish, 59,000 in French, 23,000 in German, and 11,000 in Latin, as compared to 634 in Italian, 303 in Russian, 120 in Hebrew, and 23 in classical Greek. Currently, no school district offers Japanese, Portuguese, or Arabic despite the importance of these languages in international trade and diplomacy, and Chinese is taught in only one school district, Toledo City, with 16 students enrolled in the fall of 1982.

- The predominance of the traditional languages in Ohio's secondary schools generally reflects the status of college and university foreign language programs throughout the state. Since few of the institutions of higher learning offer the less-commonly taught languages, there is little incentive for school districts to do so. Contributing to this situation, and at the same time resulting from it, is an acute shortage of teachers qualified to teach these languages. Even if a school district wished to add one of these languages to its curriculum, teachers with the proper certification would be difficult if not impossible to find.

d) According to the 1981 survey, foreign language course offerings consist primarily of Levels I through IV of the various languages scheduled as separate classes.

- Third year courses are scheduled in 77.5 percent of the surveyed schools, and fourth year courses in 52.9 percent. Fifth year courses are scheduled in 18.8 percent of the schools, and 16.7 percent operate advanced college placement courses. Alternative courses for "less able or less committed language learners" were reported by 6.5 percent of the schools, and 2.2 percent reported foreign language exploratory courses.

- Co-scheduled classes, containing students at more than one instructional level, were reported by just over 47 percent of the respondents. Of these schools, 60 percent have combined third and fourth year or fourth and fifth year classes, while 40 percent have classes in which second year students are co-scheduled with others. Such co-scheduled classes occur because the number of enrollees at a given instructional level is judged by school officials to be too low to justify a separate class. Advanced classes are particularly subject to co-scheduling because of the relatively small numbers of students continuing language study beyond the second year. In smaller schools, however, especially those with a low percentage of students preparing for college, the total number of foreign language enrollees may be so small that they are all, including the beginners, placed in a single class. Al-

most 10 percent of the survey schools reported first year students assigned to classes with others in the second, third, and even fourth year of study.

e) In general, Ohio foreign language course offerings have increased during the five years preceding the survey.

- During the five years preceding the survey, 57.2 percent of the responding school districts added foreign language offerings of various kinds (new language, third and/or fourth year courses, advanced placement, conversation, junior high academic, exploratory) to the curriculum, while only 35.5 percent deleted the same kinds of offerings. Twenty-one percent of the districts dropped one or more languages while only 15 percent added new languages. Only 8.7 percent of the high schools, however, dropped advanced courses, while 34.8 percent added them.

- During the preceding five years, 32.7 percent of the responding high schools reported that foreign language enrollment percentage had increased, 38.5 percent said that it had been stable, and 28.8 percent reported a decreasing enrollment percentage.

3. Adjunct factors

a) The 1981 survey revealed a significant positive relationship between total school enrollment and the number of full-time foreign language teachers in the schools. Of the responding schools, 45.7 percent had only full-time teachers and 18.8 percent reported having only part-time language teachers. No relationship was found, however, between school enrollment and the number of teachers with a part-time foreign language assignment.

b) Of the 347 foreign language teachers in the responding schools, 59 percent had a bachelor's degree, 40 percent had a master's degree, and three teachers or 0.8 percent held a doctoral degree. Of these teachers, 31 percent had five years teaching experience or less, 44 percent had been teaching for 6 to 15 years, and 25 percent had more than 15 years of service. Almost half of the teachers (48.5 percent) were members of state foreign language professional organizations, but only 26.8 percent belonged to national organizations in their field. Almost 83 percent reported having traveled, studied, or resided in countries related to the languages they teach.

c) No relationship was found between school size and the adequacy of either supplementary instructional materials or audiovisual equipment.

- The supply of supplementary materials was judged to be "abundant" by 13.3 percent of the schools, "adequate" by 44.4 percent, and "limited" by 42.2 percent. Audiovisual equipment was rated as "abundant" in 12.7 percent of the schools, "adequate" in 53.7 percent, and "limited" in 33.6 percent. About one fourth, 24.5 percent, of the schools had no textbook-correlated tapes for modern language courses.

- Only 37 percent of the schools had electronic practice facilities: i.e., booth-type language laboratories, wireless systems, or portable systems. Of these schools, 38 percent reported that facilities were used regularly, while 38 percent indicated that they were used only occasionally, and 24 percent indicated that they were used rarely or never.

d) Almost two-thirds (62.7%) of the respondents indicated that the foreign language is used often in class, and 9.5 percent reported that it is used totally. In more than one-fourth of the schools, however, the language was used in classes rarely or never (4.8%) or only occasionally (23%).

B. Ohio and the World

The State of Ohio is endowed with an enormous potential for improving the life of its citizenry and the citizens of the country and world at large. It is a major crossroads of the nation and the world, and it has enviable resources of water, minerals and arable lands.

1. The following facts give evidence of the tremendous importance of the State of Ohio in a world society that is becoming increasingly interdependent:

a) Ohio is a leading exporter of manufactured goods and products. In 1980, its export shipments were valued at $18.2 billion, ranking it third among all states in the export of manufactured items.

b) In 1980, 199,800 manufacturing jobs in Ohio were related to export shipments -- 3 out of every 20 jobs in manufacturing.

c) Ohio farm exports in 1981 were valued at $1.6 billion ranking it 9th among all states in the export of agricultural products.

d) In 1981, 30,000 farm jobs in Ohio were related to export shipments -- 1 out of every 4 jobs in farming.

e) Numerous Ohio manufacturing firms have plants in foreign countries, or joint ventures with foreign concerns or license arrangements to engage in foreign production.

f) The State Department of Economic and Commerical Development maintains two overseas offices (Europe and Asia) for the purpose of assisting foreign companies to invest in Ohio and create additional jobs for our citizens.

g) Legal firms, consulting firms, accounting firms and similar service organizations wtih headquarters in Ohio have branches in other countries.

h) Foreign interests have invested millions of dollars in Ohio in industry, agriculture, mining and other business enterprises.

2. During the period 1980 - 1982, the Ohio Modern Language Teachers Association conducted surveys of companies in Columbus, Toledo, Akron, and Cincinnati in an effort to find out whether knowledge of a second language was beneficial to the organization involved. There were 1102 letters mailed and 387 responses received (slightly better than 35% of the companies surveyed).

a) Of the respondents, 201 (52%) felt that knowledge of a foreign language was valuable to some or all of their personnel; in many cases, however, the need was for only one or two persons.

b) About one third of the companies that felt foreign language knowledge was useful had hired persons specifically for foreign language ability, and a small number of companies were providing foreign language training internally.

c) Of the 186 firms that responded negatively to the question of the need for foreign language, none was involved in export of foreign trade of any kind.

d) The survey questioned what type personnel (position or assignment) were most likely to need foreign language ability. By far, the majority ranked the management or executive area first, and a strong second was secretarial staff. Most companies responded that it was desirable to have total command of the language used including language related business or technical training. Few companies indicated a need for survivial skills only.

e) The survey found that, of the languages most needed, the predominant need is Spanish, followed closely by French

and German. The other needs mentioned were Japanese, Italian and Portuguese with a very few requirements for Chinese and Russian.

IV. Summary

There is ample evidence of Ohio's social and economic interdependence within the world community. The relationship between success in international business and diplomacy on the one hand and the ability to communicate in other languages on the other is widely recognized.

The President's Commission on Foreign Languages and International Studies documented the nation's critical need for foreign language proficiency and its massive deficiencies in educating citizens to meet this need.

Within this deplorable national framework, statistics show that Ohio has a comparatively well established foreign language program. There are, however, numerous areas in which Ohio's foreign language education program can be improved in order to meet the increasing business and cultural needs of Ohio's citizens for foreign language proficiency.

This Task Force, therefore, makes the following major recommendations:

1. That the State Superintendent of Public Instruction appoint a permanent Advisory Council on Foreign Languages and International Studies.

2. That the State Department of Education upgrade the requirements for the certification of foreign language and international studies teachers and that teacher education and professional development programs in these fields be strengthened and expanded.

Notes

1 From the Presidential Commission on Foreign Language and International Studies.

2 Approximately eight percent of Ohio secondary students attend non-public schools and are not included in the statistics given in this report.

THE AKRON STORY PART I: SUMMER FOREIGN LANGUAGE CAMPS

John D. Durden and Sandra K. Strauber
Akron Public Schools, Akron, OH

Immersion in a foreign atmosphere with native speakers of French and Spanish, reasonable costs, and a week spent in camp is the formula for a positive foreign language experience. By the end of the summer in 1983, approximately 450 students from age 12 to 15 have vacationed in Le Pays des Champions or in La Tierra de Campeones. These French and Spanish camps located in northeast Ohio, most recently at Hiran House Camp in Chagrin Falls, have been partially funded by grants received from the Martha Holden Jennings Foundation, and, in 1983, from the Akron Community Foundation.

From the lines that form to go through customs on the first day to the often-tearful adieu and adiós on the last day, students live in a simulated foreign culture where they can assimilate language and information about their adopted countries. As students participate in camp activities, their language skills and vocabulary are developed, but even more evident is their enthusiasm for learning and using the target language. It is hoped that this very successful experience will carry over to the classrooms and enrollments in the fall.

Planning for the camps has been an ongoing operation for staff members of the Akron Public Schools and colleagues in the Ohio Modern Language Teachers Association. The core group of planners has developed funding, organized activities, hired staff, found campers and then used every ounce of physical energy during the camp weeks to ensure a memorable time for all. The hard-working members of the core group, headed by John Durden of the Akron Public Schools, are John Conroy, East High School, Akron; Dana Novelli, Jennings Middle School, Akron; Elissa Parenti, Kenmore High School, Akron; Shirley Perisutti, North High School, Akron; Michael Rasile, Timken High School, Canton; and Marguerite Terrill, Akron.

A typical day begins at 7:30 with calisthenics and flag raising before breakfast. Foreign language songs, dances, crafts and soccer take up most of the morning. The songs and dances include traditional as well as modern music and steps, and tapes of the music are available to campers through the camp store. French crafts include quilling and making kiosks and Mardi Gras masks, while for the Spanish, God's eyes, yarn paintings, paper flowers and tin ornaments keep everyone busy overtime.

A half hour of conversation in small groups precedes lunch, and after lunch there is an hour's quiet time. Beginning at 2:30, campers can choose from a variety of activities: swimming, visiting the bank and store, cooking, canoeing, playing volley-

ball, hiking or finishing their craft projects. A second conversation group is held before dinner as is the flag-lowering ceremony.

While many daytime events involve small groups of campers, all campers participate together in evening activities. The first evening, skits dramatizing some camp rules are performed by very "hammy" counselors. On another evening, Mardi Gras/Carnaval is a chance for students to join in a celebration from the foreign culture using masks made in crafts and dances learned in the morning classes. French campers crown a king and queen, while agile Spanish campers have a limbo contest. Olympic team games and singing around the campfire are other evening events enjoyed each year. All campers participate in the Talent Show on the final evening performing skits, songs, and dances that have been prepared by each cabin. Some cabins repeat their performances for parents the following morning.

Over the three years that the camps have been in operation, evenings have also seen scavenger hunts and ghost hunts, piñata breaking, flea markets (complete with bartering in the foreign language), and demonstrations of fencing, folk and flamenco dancing, ballet, mime, and gestures.

The foreign flavor of the camp is maintained in many ways. The use of the target language pervades everything, as does the example set by the many adults with native or near-native speaking abilities. Activities such as the Mardi Gras and Carnaval or the flea markets highlight specific aspects of the adopted culture, while such activities as the calisthenics, the flag ceremonies, and grace before meals, all done in the foreign language, become automatic, thus providing students with a real sense of living in a foreign culture. The surprise of watching a stranger paw through one's belongings at customs, of finding the silverwaare in the"wrong" position at the table, the confusion aroused by trying to use non-American money in the camp store, or the anxiety felt when a key word is forgotten - these are the learning experiences difficult to produce in the classroom but part and parcel of the immersion process.

Although the camps are planned to benefit campers, they also result in personal and professional growth for the teacher-counselors. The constant use of the foreign language, the availability of natives for language and cultural information, the presence of colleagues for sharing ideas and techniques, and the experience of living with other people all add up to an unforgettable and exciting week.

The success of the camps can be measured in part by the sadness felt as campers leave and staff dismantles cabin decorations. But another measure of the success of the camps is the planning already underway for next year.

THE AKRON STORY PART II: EUROPE ON $15 A DAY

John D. Durden, Marguerite M. Terrill, and Shirley Perisutti
Akron Public Schools, Akron, OH

Last summer 39 French and Spanish techers from 28 Ohio communities left their homes and families for a week of total immersion in a foreign language and culture. After passing through customs on the afternoon of August 14, 1983, the 19 Spanish-language teachers were met with abrazos and cries of "Hola," "Bienvenidos," and "Buenas tardes." In the distance, the rich melody of the cumbia filled the summer air. Smiles from the natives in gaily colored sombreros welcomed them to the new land. Suitcases were pushed aside and forgotten as hosts and newcomers reached out and greeted each other in Spanish. One week later, on another bright and summy afternoon, the 20 French-language teachers began their foreign adventure. A middle-aged French-speaking woman greeted them and helped direct them to their hotels. They were all delighted to learn that they would be lodged on "Ile de la Cité" and "Ile Saint-Louis," two charming islands in the middle of the Seine River in the heart of Paris, France. During the following week, the teachers dined "Chez Maxim," danced "Le canard," sang "a la francaise," made French arts and crafts, and even played "le foot!" And how was all of this possible?

Through a 1983 grant by the Martha Holden Jennings Foundation, these Ohio teachers were able to participate in the French and Spanish Summer Institutes sponsored by the Akron Public Schools. Although everyone spoke in the target language (French and Spanish) and all the activities - the songs, food, dances, sports, arts and crafts were authentically foreign - the location was not! These Institutes were held in an Ohio backyard, that is, at Hiram House Camp in Chagrin Falls!

These Institutes provided foreign language teachers with many of the opportunities that they needed, but which are so often either too expensive and/or too time-consuming. They were held during the month of August when the teachers were free from their academic schedules and ready to prepare for the next school year. Also, the Institutes were scheduled at the same time and on the same site as the French and Spanish camps (see "The Akron Story Part I: Summer Foreign Language Camps,").

This "living laboratory" permitted the teachers to interact with the student campers while both groups improved their foreign language skills. In addition, this arrangement provided the perfect occasion for teachers to learn a new idea by observing master teachers introduce it to the young student campers.

Many of the teachers most appreciated the opportunity to socialize with the native French and Spansih speakers. Among the natives in the French Institute/Camp were four French citizens,

one Belgian, one Moroccan and one Vietnamese. The Spanish Institute/Camp included two Chileans, two Mexicans, one Puerto Rican and one Spaniard.

Another benefit of the Institute was that the teachers met and lived with all types of linguaphiles. The staff for the two Institutes included a director (the foreign language curriculum specialist in the Akron Public Schools), an assistant director for each Institute, and eighteen master teachers from seven different Ohio school systems. Also on the staff were college students from seven different institutions. Such a combination of language enthusiasts, coupled with 179 energetic teenagers, provided a lively, enjoyable and intellectually stimulating environment.

Besides the intangible benefits of such an experience, many of the teachers registered for and earned three hours of graduate credit at the University of Akron for having participated in such a worthwhile summer activity.

The daily schedule best illustrates the rich diversity of activities available during the one-week institutes. From 7:30 in the morning until 1:30 in the afternoon, the Institute teachers followed the same schedule as the student campers: they joined them for songs, dances, sports, and arts and crafts. During these mornings spent with the campers, the teachers learned a wealth of new, culturally authentic activities that they could readily adapt for use in their own classrooms. Each afternoon began with a one-hour small-group conversational period with native speakers of French and Spanish. All the teachers especially appreciated this chance to discuss such topics as sports, politics, cooking, public education and leisure-time activities with native speakers who served as resource persons and conversation leaders.

From 2:30 to 4:30 in the afternoon, the teachers met for lectures and demonstrations given by visiting teachers and university professors of foreign languages and pedagogy. These sessions were as interesting as they were diverse in subject matter.

Speaker:	Topic:
Isaac Yetiv	French Literature in North Africa
Susan Schunk	Champagne - The Wine and The Region
Janet Waisbrot	Martinique
William Baughin	Dining the French Way
Sandy Duncan	Creative Foreign Language Bulletin Boards
Barbara Snyder	Communicative Competence in the Classroom
Robert Novotny	Hispanic Cooking
Hugo Lijeron	Spanish Folkdancing
Joseph Donatelli	Mexican Life and Culture
Tom Pajor	Using Music to Teach Spanish

Although the teachers all looked forward to each of the day's many scheduled activities, they also enjoyed the free time from 4:30 to 6:00 every afternoon. They went swimming, exchanged teaching ideas or just relaxed on the camp grounds.

In the evening, the Institute teachers joined the student campers for flea-markets, fiestas, carnivals, dancing, and demonstrations of fencing, ballet and pantomime. The camp counselors, students, and teachers rounded out their busy days with a long night walk together to the old fort where they all harmonized in the target language around a bright and blazing bonfire!

Any reminiscing about the the Institute, of course, would not be complete without mention of the meals! At every meal the teachers honed their speaking skills with the native speakers seated at their tables, and the subject of their conversations often centered on what they were eating: fluffy omelettes, golden brioches, spinach souffle, chicken marengo, fruit tarts, and chocolate mousse. The kitchen staff at Hiram House Camp earned the rounds of applause they received for their successful efforts to serve authentic French and Spanish foods.

The results of the final evaluations of both Institutes were overwhelmingly positive. The teachers' comments best illustrate the Institutes' success:

"I enjoyed the intellectual stimulation.."
"Far above any other activity was the opportunity to speak with the natives..."
"The amount of information, new techniques, and ideas from the Institute will all be employed in the classroom and language club."
"It was the catalyst for excitement and anticipation of the coming school year."
"...a very uplifting experience; it gave me courage to start a new year."
"This was the most terrific experience I've ever had outside of living in Mexico!"

It is hoped that the French and Spanish Institutes will become an annual summer event. In such a way, French and Spanish teachers in Ohio can finance a European fling on $15 a day.

IDEA EXCHANGE: ILLUSTRATED VERB FLASHCARDS
Frank May, Normandy High School, Parma

Ask students to illustrate common verbs using 5 by 8 index cards and felt-tip markers. On one side students draw a sketch of a verb being studied. On the other they write the conjugation of one tense, or they may write sentences using forms of the verb. These cards can then be used for small-group practice exercises.

THE ROLE OF SONGS IN THE FOREIGN LANGUAGE CLASSROOM

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Language learning is a difficult and often tedious task, and throughout the history of foreign language education, teachers have turned to a variety of devices to make the process more successful and enjoyable. One of the more enduring recourses has been the use of songs. They are fun, they can motivate; they are real-life examples of the language, literature, and culture of the people who composed and sing them. In addition, they are a natural bridge between the interests of the student and the target language. In recent years imaginative and innovative educators have discovered a wealth of practical applications for the use of songs in the classroom. This discussion will explore some of these and offer ideas for implementation in the foreign language classroom. Specific examples are given for the Spanish classroom, but similar materials are available for other languages, and the activities suggested are easily adapted.

Culture

The image of a society is reflected in its songs. They treat social issues and controversial topics; they speak of historical events as well as daily concerns and emotions. Every culture has songs which celebrate national and religious feasts and holidays. Songs are a valuable resource for analyzing the causes and effects of social change (1). Songs illustrate the target culture in a real-life setting. The language teacher can take advantage of the cultural content of songs by doing some of the following:

1 Play holiday music at appropriate seasons; e.g. villancicos at Christmas.

2 Explain the traditions and history of songs like Guantanamera and La Cucaracha.

3 Discuss songs with cultural flavor: machismo, for example, or amor no correspondido.

4 Present a variety of types of music: la salsa, el son, la música ranchera, mariachi, classical guitar. Tie in with historical background, and relation to art and literature.

5 Discuss types of instruments, and characteristics such as harmony and composition.

Listening Comprehension

Songs can be viewed as a type of exaggerated speech at one end of a continuum: normal speech, heightened speech (as in

sermons), dramatic speech, chant or auctioneering, and, finally, song. Although songs differ from normal speech in the amount of distortion, they are similar linguistically, and represent valid materials for study within the framework of language learning (2). Songs have unique advantages for the practice of listening comprehension because of their meaningful context, an appealing "package," and topics of broad human interest. In addition they provide wide variation in speed of delivery, and more significant phrasing and linking (3). Songs also have available the cues of rhyme, rhythm, and repetition. Following are some approaches for listening comprehension practice:

1 Hand out the text with blanks and ask students to fill in the blanks as they listen.

2 Translate in pauses or use mouthing and gestures for additional cueing.

3 Ask students to listen to a song without the text and to jot down all the words they recognize.

4 Reconstruct the theme of the song as a whole-class activity.

5 List and review unfamiliar vocabulary in the order in which it appears in the song, and then ask students to listen to the song.

Linguistic aspects

There are many potential benefits for learning to be gained from carefully planned use of songs: some examples are the introduction and reinforcement of grammatical structures, vocabulary, and idiomatic expressions, or the exposure to various types of language such as dialects, speed of delivery, register, etc. Songs offer an opportunity for repetitious drill without the monotony of pattern drills. Repetition is made pleasant by factors of rhythm, melody, and emotional interest (4). In addition, since songs of a given culture naturally follow the basic rhythm, intonation, pitch, and other dynamics of its language, songs aid in the acquisition of the less tangible aspects of language such as phrasing, linking, intonation, stress, and pronunciation (5). Music therapists have noted that most students are able to correctly pronounce phonemes while singing; songs have proven beneficial in learning pronunciation for timid students and even for those with speech impediments (6). A few suggestions for implementation are:

1 Leave blanks in the text that stress recent vocabulary or grammar. Ask students to fill in the blanks.

2 Use a song that illustrates recently learned grammar or vocabulary. Before students sing the song, go over the text, making

sure the students understand. Check comprehension by asking students to elaborate or by asking questions in the target language. This is an excellent opportunity for painless review and reinforcement in a meaningful setting.

3 Use a song with regionalisms, dialect, or slang to illustrate the variety of spoken language. Students hear "real" Spanish not often found in books.

4 Compare translations of the same song in Spanish and English, e.g., Somos Novios/It's Impossible, or Guantanamera.

Literary Analysis

A surprising variety of genres have been set to music: monologs and dialogs, ballads, opera, short stories, comedies, social commentary, oral and written history, games, poems. Songs provide a relatively painless method of introducing students to literature. The interesting format and appealing package overcome objections to studying literature. Additionally, the texts of songs are usually simplified, compact, and repetitious which make them appropriate at this introductory level (7). The following are possible approaches:

1 Analyze rhyme, register, vocabulary, meter, and the grammatical constructions used.

2 Investigate the author or composer, and his or her life and work.

3 Compare to formal literary genre.

4 Search out literary devices: alliteration, hyperbole, onomatopoeia, etc.

Communicative Activities

Since songs often express intense emotion and strong personal feelings, they are a natural stimulus and jumping-off point for in-class discussion, both oral and written (8). Many songs have an interesting storyline that can serve as the material for a question and answer period. The following are some other suggested activities:

1 Make a survey, interview, or questionnaire based on the theme or issues in the song.

2 Play music. Student describes what he or she imagines is happening.

3 Discuss the thoughts, feelings and experiences of the author that prompted writing of the song.

Affective Domain

Perhaps the most obvious benefit of the use of songs in the classroom is that they are fun. Most human beings like music and have a positive response to it. Yet the area of affective benefits of the use of songs is probably the most taken-for-granted and, at the same time, the least understood aspect of the use of songs. There is no denying that songs are enjoyable, but the benefits are both broader and deeper than that.

An obvious but perhaps underappreciated value in the use of songs is the variety that it adds to the classroom routine. "Research on teaching reveals that variety appears (along with clarity and enthusiasm) as important for maintaining student interest and attention, and ultimately for producing higher achievement" (9). The potential for motivation of otherwise disinterested students is one of the strongest recommendations for including songs in the curriculum. The use of songs creates a relaxed, informal atmosphere and provides a high interest, non-threatening atmosphere for learning (10).

Some of the benefits of learning with song fall in the area of brain functions. Lozanov has shown that music reduces anxiety and inhibitions and their limitations on mental abilities (11). The theory of suggestive learning hypothesizes that the best learning occurs in a state of reduced conscious awareness or indirect attention, as occurs while listening to music (12). Also, the intonation, rhyme, and rhythm of songs aids in memorization of material (13). In addition, it is well known that the close placement of a pleasing stimulus (music) to a second stimulus (language) will result in some transfer of desire to the second stimulus (14). Popular songs have the added advantage of relating to a very important area in most students' lives. By focusing on an area with which they are familiar, students are able to relate better to the materials and thus to learn more quickly and easily (15).

Conclusion

With a bit of imagination, songs can be used to teach virtually all aspects of language learning: the four skills, literature and culture, and affective values.

> The pedagogical potential of music in foreign languages is enormous and has only begun to be realized. As more experimentation takes place and better materials become available, music in all its forms, from opera to popular ballad, will probably become an integral part of any sophisticated foreign language instruction program (16).

Thus we have seen that the role of songs in the foreign language classroom is a varied one. It certainly is not a panacea, yet evidence indicates that the use of songs ought to be an important part in the strategy for foreign language teaching and learning.

Notes

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IDEA EXCHANGE: SEATING CHARTS BY COMPUTER

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Changing the seating chart every three weeks or so is desirable in the foreign language classroom and is especially useful when students work in pairs. Students will have new partners with different ideas during the school year, and class members will get to know each other better. The process of changing seats often can be facilitated by using a computer program to randomly assign seats for each class.

DEVELOPING WRITING PROFICIENCY FOR THE LOWER-LEVEL FOREIGN LANGUAGE STUDENT

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Foreign language teachers often find themselves searching for creative ways to stimulate interest in writing for the lower-level student. For many foreign language teachers and students, "a composition in the target language is just another language exercise rather than the communication of a message" (1). One reason may be that teachers find it difficult to locate realistic activities for the lower-level student. Although communicative competence is a goal, most writing activities to achieve this are, at lower levels, somewhat artificial and are restricted by the student's limited knowledge of the language. Many times a teacher will simply assign a topic for a composition, and the student must create a grammatically correct piece of work. Writing is arduous when it is uninspired and does not draw from the student's own experience. "Only with extreme difficulty can most students write about unfamiliar concepts, situations, and environments. Therefore, in choosing topics for writing exercises, attention should be placed upon selecting themes drawn from known contexts or themes that can be directly related to personal experiences" (2).

One form of writing that can achieve some realism and draw from students' personal experience is letter writing. Allen and Valette (3) state that "writing letters can become a very meaningful classroom activitiy, especially if the letters are sent and answers received" (4). A penpal exchange program is sometimes arranged with students from target countries. This, however, presents some problems for the teacher as well as for the lower-level student.

The first difficulty in letter exchanges with other countries is locating enough students from a target country to participate in an exchange with entire classes of foreign language students. Individual exchanges are often successful, but an exchange involving 100 or more students, for example, is very difficult for most teachers to arrange. Even when sufficient numbers of students are located, coordination of the program is difficult since it is unlikely that the cooperating teachers will have the opportunity to meet and discuss the project.

Another problem concerns time constraints. It is often difficult to exchange more than one or two letters per school year because, since the schools involved are so distant from each other, the necessary coordination is lacking. When only one or two letters are exchanged, it does not provide the students with enough opportunity to become acquainted with his or her penpal.

Finally, the most significant problem concerns language comprehension. A lower-level student often has difficulty in interpreting the foreign language response. A limited vocabulary as well as inexperience in reading non-structured material makes the task of reading the response rather frustrating for the lower-level students, negating the positive value of the intercultural communicative aspects.

In order to avoid the frustrations and difficulties of a penpal exchange with a target country, teachers may want to consider a pen-pal exchange with a similar group of lower-level American students. There are several advantages with this type of exchange. First, the teachers will have greater opportunity to communicate with one another to plan the exchange and the writing activities. Students will also have the chance to exchange letters more often. Finally students will be able to read with relative ease the responses from their penpals since a similar vocabualry and a similar knowledge of the foreign language as well as knowledge of the world will be reflected in the letters.

Ohio penpals

One such exchange has taken place during the 1983-84 school year. Approximately 110 second-year Spanish students from Worthington High School in Worthington, Ohio, and 110 second-year Spanish students from Normandy High School in Parma, Ohio, began writing to each other in the fall. The first letter was simply a letter of introduction including information such as name, age, likes and dislikes, classes, family, friends, and pastimes. The topics for the following letters were selected by the students; the teachers, however, offered suggestions when needed. Most students had little trouble finding topics on which to write. Sometimes a pair of students found something in common such as a favorite music group, a sport, or a hobby, and they wrote about these pastimes. The most frequent topics included weekends, music, sports, and school. One set of penpals discovered they had both visited Hawaii and wrote about shared experiences on their vacations.

Occasionally penpals discovered that they disagreed about favorite music groups, classes or ball teams. This, however, seemed helpful to them when writing the letters since it offered a more spirited exchange. One student from Normandy wrote that her favorite football team was the Cleveland Browns. Her penpal from Worthington wrote back explaining that he didn't like the Browns very much; he was a Pittsburgh Steelers fan. They both agreed, however, that it was terrific that the Redskins won the Superbowl.

At holiday time, the Worthington students decided to make cards for their penpals. Each student made a card from construction paper and enclosed a letter discussing holiday plans and

wishes. After the holiday break, the students were learning the preterite tense and found it easy to write to their penpals about vacation activities and gifts received over the holidays. Students, of course, are always looking forward to the next holiday, and this was evident in the next exchange. Many students were already discussing plans for Spring break.

NEA/Kodak "Cameras in the Curriculum" project

Curiosity about the penpal continued to grow. In the second and third exchanges, a large percentage of the students asked for pictures of their penpals and asked for more information about the other school. The teachers involved decided to capitalize on the interest expressed by the students and applied for and received an NEA/Kodak "Cameras in the Curriculum" grant. The photo project was planned as an additional incentive for students to develop writing proficiency.

The "Cameras in the Curriculum" project provoked even greater enthusiasm in the classroom. Students were eager to see pictures of their penpals and their schools, their community and their friends. The project, therefore, involved several different activities. First, a mini-unit on photography was taught by a specialist in each school who visited the Spanish classes and gave lessons on snapshot photography. Students also learned vocabulary associated with photography and participated in vocabulary development activities and communicative exercises in class. Next, students took snapshots focusing on other students from the school, on the school itself, on school activities, and on typical community scenes of activities. Snapshots were taken of small groups of students so that all students had pictures of themselves to send to their penpals. These pictures were used as a point of departure to extend the content of their letters, especially the letters of the poorer students. Students took meaningful pictures and wrote about them and about corresponding ideas. Students were able to use these ideas to recombine and extend basic sentence patterns in their writing.

As a final activity, an exchange field trip was planned so that student penpals from each school could visit the other school. Students who participated in the exchange were introduced to their penpals at a reception at the beginning of the day. Additionally, they visited classes, toured the school (with commentary given in Spanish by other students), and attended a social gathering for all participating penpals. Several designated student photographers took pictures during the visit; they photographed penpal pairs, small groups of students from the different schools interacting, and school scenes. The students participating in the exchange used these pictures to report in Spanish on the field trip to other students at their home school. In addition to the use of pictures as a point of departure to develop

writing proficiency, students were also able to take advantage of project activities to practice oral communication skills.

Resolving problems

Although the project proved very successful, a few problems were encountered. One problem, for example, was student procrastination. On each exchange a few students missed the mailing deadlines and their letters were mailed late. This resulted in disappointed penpals who did not receive letters the same day as other classmates.

Student attrition was another problem. When students dropped Spanish class or moved to another school, it was necessary to find new penpals. In some cases a second-year volunteer wrote letters to two penpals and in other cases a third-year student volunteered. These new penpal pairs, unfortunately, did not have the same opportunity to become acquainted with their pen-pals.

Another minor problem occurred because the two schools used different textbooks. Occasionally the vocabulary used in a letter was not familiar to the penpal. Sometimes, however, this was a learning experience since the students were learning new words and synonyms for words they had already learned. Students at one school, for example, had learned the word baloncesto and at the other school básquetbol.

Letters contained errors in spite of proofreading by teachers, but this was also a learning experience. At both schools, students wrote rough drafts of letters, teachers pointed out but did not correct errors, and students then rewrote the letter for mailing. Most students corrected some but not all errors on this second copy. Many students were nevertheless pleased to realize that they could communicate with someone else in the target language even though their attempts were not linguistically perfect. The use of language beyond the classroom concerns for accuracy made this a true communicative experience.

One final difficulty was the students' desire to communicate in English. Although students were instructed not to exchange addresses, some attempted to include this information in the letters. These students were instructed by the teachers to rewrite the letter excluding the address. Students were permitted to communicate only in Spanish until the field trip when students were permitted to exchange information if they desired.

Recommendations

Teachers interested in starting this type of exchange may want to consider the following recommendations. First, those teachers who do not know another teacher with whom to arrange an exchange may ask other teachers in the school or surrounding

schools if they know of someone who might be interested. Attending a foreign language meeting, workshop, or conference is also a good opportunity to meet other language teachers who are looking for new ideas. Finally, teachers may write to their state foreign language organization; most have newsletters that will accept and publish letters to the editor (4).

In arranging an exchange, several helpful hints may be kept in mind. First, the school chosen should be close enough so that teachers may arrange a meeting to organize the project, but far enough apart so that students cannot look up telephone numbers to call each other on the phone and converse in English. Once the project begins, it is wise to set minimum requirments. Letters of approximately fifteen sentences in length worked well, although some students, especially in the later letters, chose to write much longer letters.

A timetable that works well for the exchange is approximately one letter a month. Students often expressed a desire to write more often, but administrative tasks such as proofreading, grading, and mailing take time, so the once-a-month timetable was preferable for the teachers.

Before the first letter is actually written, it would be helpful for the classes to review letter-writing skills. Teachers can discuss the salutation, body, and closing of letters, and can give students a vocabulary list of words that may be used in these sections (i.e., Dear, Sincerely, your friend, write soon, etc.). In addition, it should be made clear that all communication will be made in Spanish until the end of the project, and, therefore, students may not exchange addresses until then. When students are ready to begin writing, it may also be helpful to give them time in class so that the teachers may provide suggestions if needed.

Finally, when the letters arrive from the other school, they may also be given time in class to read and share their letters. Students enjoy reading not only the letters from their own penpals, but letters from others' penpals as well. An unexpected benefit of the letter exchange was the meaningful reading experience gained by the students, since most of them read about 6 to 8 letters per exchange rather than just one (5).

Conclusion

Learning to communicate is important for today's foreign language student, and it is important to provide meaningful communicative experiences in writing as well as speaking the language. "The teacher must do all he or she can to inspire students to write. Topics must be exciting and within their realm of experience" (6). A letter exchange between peers can

provide this kind of exciting and meaningful writing experience for lower-level students.

While not entirely without problems, arranging such an experience for students has many advantages. It allows students to build on their own experiences and yet to communicate at a level that is within their capabilities linguistically. Additionally, it provides meaningful reading experience for students. Most important, it is real communication. "While the linguistic aspects of language may not be retained, the experiences that emerge through communicative and creative use of language will always remain a part of the individual's personal reality" (7). The experience of communicating with and learning about another person is, in itself, a valuable experience, and that it can be done using a foreign language is an added beneficial experience. Developing Spanish writing proficiency is not the real goal, but rather the means to a more important goal: learning to communicate with other people.

Notes

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CLASS CUISINE: FOOD IN THE FOREIGN LANGUAGE CLASS

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Food is one of the best motivators in the world! We all know the way to a man's heart; food is also a way to interest high school students in foreign culture and to motivate them to broaden their horizons. Several examples illustrate this.

1 My first year students eagerly learn the lesson when they know that as soon as class members can use "me gustan" or "¿te gustan?" in talking about churros, we will be preparing these treats in class.

2 Research on French Christmas customs is done eagerly when the committee is planning th seven-course meal they will cook and eat in December.

3 When a current student is serving as a peer advisor, the in-class cooking is usually mentioned. (The public relations value of cooking in class can be very important!)

4 Former students who meet me years later say, "remember when..." and often mention something about food.

Cooking with students takes many forms. Students can prepare many foods in class. First year Spanish students, for example, make "churros y chocolate" or tacos, and second year Spanish students cook a Mexican meal in school. French students make French pastry, usually cream puffs, éclairs, or Napoléons. Students can prepare foods at home. French students, for example, vote every year in favor of a formal Christmas banquet, prepared and eaten in someone's home. In the spring we have an evening international Potluck at school with entertainment and awards for French, Spanish, and Latin students and their families. We also use cooking as a money-maker and as a planned activity at the Ohio University Language Fair.

The following sections describe some activities, experiences and suggestions for using food in the foreign language class.

Cooking in class

If you decide, as I do, to use food during class, you will have to arrange for permission, cost, purchase of groceries, safety for students who are cooking, and, of course, cleanup afterwards.

Be sure to talk to someone first. The assistant principal, the janitor, or the Home Economics teachers are likely people to consult about your plans. Start with the person most likely to be

supportive of your efforts. You might want to invite the principal to drop in and have a snack on the day you prepare tacos so that he or she can see that all is going well. You know your school and what is possible. If the floors are old, oiled, and wooden, you should consider either a non-cooked snack (filling cream puffs, assembling tacos with the meat sauce cooked elsewhere first) or exchanging classrooms with the home-ec teacher for the class period. Most schools now have heavy-duty wiring, and flame-proof construction; if yours does, you can use your electric fry-pan or hot plate right on your desk.

For snacks or for meals, I collect money from students in advance. Churros and chocolate cost about $.25 per student; tacos are about $.50. The cost of French pastry varies according to the size we serve, usually $.25 to $.50. I price the groceries in advance, divide the cost, and start collecting money about a week before the date we prepare and eat the food. If students cannot pay, I let them write me an IOU, but I don't always collect it.

We try to keep our second-year Mexican meal at about the price of the school lunch. (Some years, the students vote to pay more, and to include shrimp or other more expensive foods.) The first time I tried a whole meal, I selected the menu myself, but now that I am comfortable with the confusion of several groups of students cooking at once, I let them look over my cookbooks to decide what they will try.

We exchange classrooms with the home-ec teacher for two days in a row for the Mexican meal. During the week before, we decide who, in groups of two or three, will cook which dish. When I prepare the recipes on the ditto master, I indicate what to prepare the first day and what must be done at the last minute. When we arrive at the home-ec classroom, there is always some confusion, but soon everyone has the groceries needed and cooking is underway. There are sometimes problems: once, for example, some cooks dumped all the ingredientes into the bowl at once instead of following the steps of the dessert recipe. We rescue disasters if possible--in that case, we had a very dry and tough cake to eat the next day, but we ate it anyway, with much joking.

Cooking in homes

Cooking a banquet in a home means careful menu planning, particularly for foods that need to go into the oven. Your student food committee must be aware that you cannot bake two things at once if there isn't room, or if they require different temperatures. We decide on the entrée first, and plan around that.

I have never decided whether it is more work to have our French dinner at someone else's house or at my own. If it is elsewhere, I check with the host mother in advance about her kitchen, particularly about large utensils. I usually need to bring

some from home. Sometimes it is necessary to lend dishes and chairs as well. At my own house, I have enough chairs and some big pots and pans, so I can serve up to about 24 without borrowing more. When we have the Christmas Party chez moi, however, I must clean house before and afterwards, as well as assemble the groceries we will need. There is always the additional hazard of practical jokes such as discovering short-sheets or rice in one's bed at the end of a very long evening! I assume that a practical joke is a compliment, a tribute to one's sense of humor.

Preparing big meals potluck style is the easiest on the teacher. Students take home their recipes, prepare them there, and then all share the meal at school or in someone's home.

Money-making with food

To make a modest amount of money quickly, a bake sale is a sure winner. We have monthly cream puff sales after school, and each nets about $15 for the French Club treasury. Students bake shells at home; it takes fifteen minutes of class time to fill them and sprinkle the top with powdered sugar. Each cream puff sells for $.25 when we make twelve to the four-egg recipe; or for $.50 when we make jumbo puffs at six or eight to the four-egg recipe. We set up the table in the entry hall, and students buy eagerly on their way to the bus.

At the Ohio University Language Fair, we set up a Patisserie where we sell a variety of pastries baked at a party the night before. Favorites include Napoléons, éclairs, and Galettes aux pommes. Prices are around $.50 each.

One December we decided to sell Buches de Noel. We charged $3.50 and took orders in advance. We met after school in the home-ec kitchen and, assembly-line style, turned out 80 cakes to fill our orders. Sixteen students and I worked from 3 p.m. to 10 p.m. It took twice as long as we thought it would, and we were truly weary at the end of the evening. The next day, students delivered the cakes to those who had placed orders with us, and we cleared about $120.

Cookbooks

You probably have some cookbooks on your shelf now that relate to the language or languages you teach. In addition to your own cookbook collection, you will want to check the nearest library where there are probably many books available about food in target language countries. Students love to look through cookbooks!

You will need to adjust some of the recipes. First, many foreign books give recipe ingredients in grams and ounces that need to be converted before the recipes are typed for students to

use. Additionally, if the recipe contains alcoholic beverages you must substitute other liquids when you are working with students. State school law is very clear on this. Good substitutes are tea, cider, tomato juice, or lemon and water, according to what you are cooking. Coc au vin prepared with water and a tablespoon of lemon juice instead of wine is not the same, of course, but it will still taste very good. Finally, you may need to double or triple the recipe. Be conservative. I recommend preparing less than enough instead of too much.

Do not take it personally if students taste your favorite food and push it aside--or refuse to taste it. Teenage food preferences are fickle at best, and peer pressure can have an influence. I adjust recipes as necessary, such as omitting capers from steak tartare, for example. I try for a blend of authentic cuisine and acceptable taste.

For Spanish students, my favorite reference is the Sunset Mexican Cook Book (1). Another excellent cookbook available in paperback is Barbara Hansen's Mexican Cookery (2). For French students, I recommend Jacques Pepin's La Technique (3), and the Sunset French Cook Book (4). Any books by Julia Child or any LaRousse cookbooks will add variety to what you consider preparing; they may, however, be too complicated for the relatively inexperienced teenagers to use.

Graham Kerr, the Galloping Gourmet of TV fame, had a religious experience that changed his cooking style, eliminating all use of alcohol. His book, The New Seasoning (5), offers practical suggestions for altering traditional recipes so that you can use them with school groups.

Recipes

In the concluding section are several of my own recipes for class cuisine. These are mostly adaptiations of standard recipes, changed and tested over the years to meet the tastes of students and to be simple and successful. Bon appetit!

Napoléons in School

Crusts Prepare at home the night before or in the home-ec lab at school. You will bake rectangles for top and bottom crusts on cookie sheets (9" x 18" or any convenient size).

Authentic: Use any good French cookbook and make rough puff paste, turning and chilling dough as directed. Roll into two rectangles and bake.

Easy (tastes like the real thing): Buy refrigerated Crescent Roll dough at your grocery store. You will need two packages, one for

the top and one for the bottom crust. Unroll the dough but do not separate into triangles. Just bake flat in a large rectangle.

Filling: Authentic: Make a cooked cream filling with at least six eggs and real cream.

Easy: Mix 1 cup milk (only) and 1 package dry instant French vanilla pudding. When they are mixed, immediately add 1 small carton Cool-Whip already whipped.

Easiest: Use canned pudding (vanilla).

Frosting the tops: To make a shiny white icing, separate one egg. Put the white into a large bowl and whip with a fork or whisk until foamy. Sift 3 cups powdered sugar into the bowl on top of the egg white. Add water a tew teaspoons at a time to make a thin frosting. This will coat two tops made from crescent roll dough.

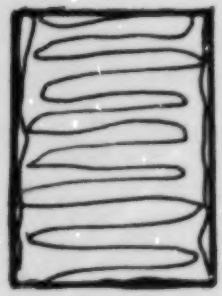

Figure 1

Add a few tablespoons of powdered sugar to about one-fourth cup chocolate syrup to make a thin frosting that will pour from the tip of a spoon.

Frost the top crust with the white icing. Then make parallel lines across by dripping chocolate from the tip of a spoon (Fig 1). While both icings are still soft, draw the tip of a knife down the middle and up the two sides to make the traditional design (Fig 2).

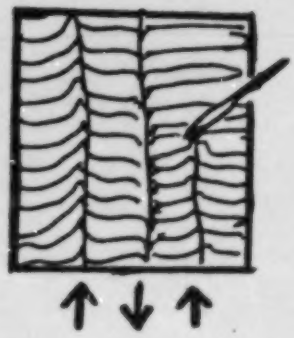

Figure 2

Allow to set while you clean up the work area. Give everyone a paper napkin, cut into enough pices for everyone in the class to have some, serve your pastry, and enjoy! When we sell Napoléons at bake sales, we cut twelve from this size recipe.

Buche de Noel

French Yule Log Cake

1. Prepare jelly-roll pan by lining it with aluminum foil. Then grease and flour the foil.

2. Prepare a linen towel by sprinkling with about 2 Tablespoons powdered sugar (use a small strainer). You will need this to roll the hot cake.

3. Have ingredients ready.

For largest pan: 11" x 18"	For regular pan: 10" x 15"
1 1/3 C flour	1 C flour
1 1/4 tsp. baking powder	1 tsp baking powder
1/4 tsp. salt	1/4 tsp. salt
4 large eggs	3 large eggs
1 1/3 C sugar	1 C sugar
1/2 C water	1/3 C water
1 1/3 tsp. vanilla	1 tsp. vanilla

4. Sift together flour, baking powder and salt. Set aside.

5. Beat eggs in small mixer bowl until very thick and lemon colored, about 5 minutes at high speed. Do not underbeat.

6. Pour beaten eggs into larger bowl. Gradually beat in sugar. Then blend in water and vanilla on low speed.

7. Slowly mix in dry ingredients at low speed just until batter is smooth. Pour into prepared pan.

8. Bake 12-15 minutes at 357 .

9. Remove from oven. Loosen edges. Immedately turn upside down on prepared towel. Carefully remove foil. Roll up towel and cake from the narrow end (Fig 1). Cool.

10. Prepare icing:

Creamy cocoa icing: Sift together 2 2/3 cups sifted powdered sugar and 1/3 cup cocoa. Add 1/3 cup soft butter or oleo and 1 teaspoon vanilla. Add 3 Tablespoons hot water. Stir until smooth. Add more water a few drops at a time until desired spreading consistency.

11. Unroll. Spread lightly with frosting. Remove towel and re-roll.

12. Slice a diagonal 2"-3" piece from one end (Fig 2.) Place on side of roll with toothpicks (Fig 3). Use remaining frosting as "bark" and draw lines with a fork or knife point. Do not frost ends of yule log (Fig 4).

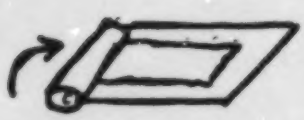

Figure 1

Figure 2

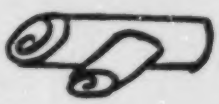

Figure 3

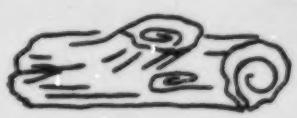

Figure 4

Tortillas

2 cups Masa Harina
1 cup water

Combine Masa Harina and water, knead to blend well. If necessary, add a little more water to hold dough together. Shape into 12 balls. Just before patting or rolling out, dust ball with more Masa Harina (keeps it from sticking).

To make tortillas: 1) pat out into 6-inch diameter circles between palms; OR 2) press between sheets of Saran wrap, using a clear Pyrex pie plate (so that you can see what you are doing) to press down into a cirlce; OR 3) use a tortilla press. Cover bottom of press with Saran wrap, place ball of dough in center, cover with another sheet of Saran wrap. Shut press. Open press and remove tortilla. (Saran wrap may be reused.)

Bake tortillas on hot, lightly greased griddle until lightly browned, a minute or two per side. When "lightly freckled," wrap in a towel, separated with waxed paper or in foil or plastic, and refrigerate until ready to use.

Tostaditos (Fritos): Cut or tear each tortilla into about 6 wedges. Fry in about 1/2" hot oil until crisp, about 3 minutes. Drain on paper towels. Serve as is, or use to dip into refried beans or other dip.

Churros

In a two-quart saucepan, bring 1 cup water and 1/2 cup butter or margarine to a boil. Add 1 cup flour all at once and beet mixture briskly until it sticks together and forms a ball (about 45 seconds). Remove from heat and allow to cool about 5 minutes. Add 1/4 teaspoon nutmeg or cinnamon. Add 4 eggs one at a time, beating until smooth each time. Dough may be used immediately or refrigerated until needed, up to about 8 hours.

Spoon dough into a pastry bag fitted with a star tip. Squeeze directly into hot oil (370 , 1" deep in a 10" skillet) making churros about 6" long. Cook 3 or 4 at a time until a deep golden brown; turn occasionally. Drain over skillet, then on paper towels. Sprinkle with a cinnamon-sugar mixture and serve immediately.

If you do not have a pastry bag, place dough in a heavy plastic bag such as a Ziplock storage bag. Cut the tip off one of the bottom corners, and squeeze out the strips of dough. Be sure the plastic bag does not touch the hot fat.

Torta de Chocolate

This rolled cake was the dessert one day at a boarding house in Mexico City. I knew that I wanted to take this recipe home! The cook was delighted with my appreciation, but she had made it with a little of this, and a bit of that. She showed me the ingredients and approximate measures. Back in Ohio, I experimented until finding this recipe, a close match for the cake served in Mexcio.

1. Prepare a jellyroll pan by greasing and flouring it. Prepare a kitchen towel slightly larger than the jellyroll pan by laying the towel on the countertop and sprinkling it with cocoa (use a small strainer, about 2 Tablespoons cocoa).

2. Sift together 1 cup flour, 1/4 cup cocoa, 1/2 tsp. cinnamon, 1 tsp. baking powder, and 1/4 tsp. salt. Set aside.

3. Beat 3 eggs in small mixer bowl until very thick and lemon-colored (about 5 minutes with electric mixer). Pour eggs into larger mixer bowl. Gradually add 1 cup sugar. Blend in 1/3 cup water and 1 tsp. vanilla. Slowly mix in prepared dry ingredients at low speed, just until batter is smooth.

4. Pour into prepared pan and bake at 375 for 12-15 minutes until top springs back when lightly touched.

5. Remove, loosen edges and immediately turn upside down on the towel. Loosen with spatula if cake sticks. If cake tears, match the pieces together on the towel. While cake is still hot, roll cake and towel together from the narrow end. Cool.

6. Prepare filling-frosting while cake is cooling. Mix 1/4 cup cocoa, 2 Tablespoons cornstarch, 1 cup sugar, 1/2 teaspoon cinnamon, 1/8 tsp. salt in a heavy saucepan. Add 1 cup milk. Cook until thick, stirring often. Remove from heat. Add 1 Tablespoon butter and 1 teaspoon vanilla. Cool somewht before spreading. Spread about 2/3 of mixture on unrolled cake, roll up, and spread the remaining 1/3 cup on top and sides.

7. Cut into slices and serve. Makes about 10 portions of very rich dessert. It will hold its shape better if you chill it well before slicing.

Notes

1 Marjorie Roy Piper, ed., Sunset Mexican Cook Book, Menlo Park, CA: Lane Books, 1973.
2 Barbara Hansen, Mexican Cookery, New York: Dell Publishing Co., 1981.
3 Jacques Pepin, La Technique, New York: Pocket Books, Wallaby printing, 1978.
4 J. A. DeVecchio and J. A. Gaulke, eds., Sunset French Cook Book, Menlo Park, CA: Lane Books, 1976.
5 Graham Kerr, The New Seasoning, New York: Pocket Books, 1977.

VIDEOTAPE VS. AUDIOTAPE FOR LISTENING COMPREHENSION TESTS: AN EXPERIMENT

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R. Alan Meredith, Brigham Young University

When the attention of foreign language teachers turns to evaluation of listening comprehension skill, it is not uncommon to assume that a standard format will be used for the test. This format almost always consists of spoken material played two or three times on an audiotape recorder. The tape may be heard through headsets, as in the learning resource center; or through a loudspeaker, as in the classroom. The students generally have to respond to a series of questions of the type used in objective tests, such as multiple-choice, true/false, and so on. While the material used in the listening tests may vary somewhat in content and objective, most listening comprehension tests have one common characteristic: the speaker is heard but never seen by the students.

Ducroquet (1) claims that listening comprehension tests "attempt to judge how well a subject listens in a foreign language, where 'listen' is taken literally and means strictly listen, and is only the result of hearing" (2). This attitude of "listen only" can be justified only in reference to the few occasions in real life that involve hearing alone. Such situations exist when one listens to a radio broadcast or a record, when talking on the telephone, or when listening to a conversation behind a closed door!

During classroom instruction, the foreign language educator transmits nonverbal cues. Not only are these cues available in most face-to-face conversations, but they are also present during the teacher-learner dialogue. Since one of the goals of second-language learners is to communicate in the real world using their newly acquired skills, foreign language teachers constantly strive to build "real world" environment into their programs.

The realism that is built into the teaching situations has necessarily become an important aspect of testing programs. Since there is such a great deal of information transmitted nonverally during real-life conversations, it seems logical to predict that a visual adjunct to tests of listening comprehension ability would increase the comprehensibility of aural material. With that increase in comprehensibility, the instruments should provide more reliable measures of student ability to comprehend natural spoken speech.

Furthermore, when one considers the fact that research into the role of nonverbal cues in the total communication process suggests that no full comprehension of oral communication is complete without consideration of the nonverbal cues, it seems

most unreasonable to presume to test listening comprehension using audiotape, thus dismissing completely a whole host of clues to the meaning of the message transmitted. Jarvis (3) maintained that "there is a certain lack of realism inherent in presenting listening items wihout a visual dimension" (4). He further stressed that hearing spoken language, isolated from all other context, can appear as an academic exercise rather than as a simulation of a communicative situation which it is believed to be by many educators" (5). Rivers (6), on the other hand, though not totally opposed to the use of visual cues in listening comprehension felt that any reliance on a visual representation might mean that the student comprehends less well when left to depend on the ear alone. Specifically regarding the testing of listening comprehension with a visual dimension, she felt that it might prove very difficult to determine whether the student had actually comprehended the aural message or deduced it from the visual stimulus (7). Jarvis (8), however, pointed out that "rather than providing unnecessary clues, as some may claim, the visual restores clues which are unnaturally deleted in some purely auditory tests" (9).

By using videotape to restore the visual adjunct, the inclusion of gestures, facial expressions, and body language should add to the realism of the aural stimuli. Concerning the use of videotape for listening comprehension tests, Stallings (10) indicated that "one would expect that the presentation of a foreign language listening test would be more verisimilar (and involve the students more) than the presentation of the same material by audiotape" (11).

Related Research

Stallings conducted an experiement in which Form FB of the MLA French Listening Examination was administered via audiotape and videotape as part of the final examination for students enrolled in second-year college French courses. The experiment was conducted at the conclusion of both the first and second semesters. On neither occasion was there a statistically significant difference between the scores of the students tested by audiotape and those tested by videotape. It must be noted, however, that problems were encountered during the study that affected control over certain aspects of the study and threaten the internal validity of the experiment (12).

More recently, Jackson (13) designed an experiment to determine the effect of videotaped versus audiotaped interviews on the listening comprehension of foreign language students. He too focused on students enrolled in beginning college French courses. Jackson's hypothesis was that students who viewed a videotape would score significantly higher on a test of comprehension of the interviews than those who listened to the audio track of the same interviews. While problems regarding the test reliability

hampered an earlier experiment, the results of a second experiment supported his hypotheses.

The findings from Jackson's research, together with those obtained from the study discussed in the following sections, provide reliable evidence that the inclusion of a videotape adjunct to listening comprehension tests does indeed increase the comprehensibility of aural stimuli in a foreign language.

The Present Study

The present study was designed to determine whether college students in first-, second-, and third-year Spanish courses who saw and heard dialogs between native speakers of the language would score significantly higher on a test of their comprehension of material presented in the dialogs than students who listened only to the audio portion of the conversations.

The experiment was designed to treat each course level as a separate, independent experiment from the other levels, each with separate data analysis and interpretation. The subjects for each level were randomly divided into two sub-groups of equal size. Each sub-group was then randomly assigned to receive either the videotape or the audiotape treatment.

A total of 178 students enrolled in the first three years of college Spanish participated in the experiment. Four levels were actually involved since the first-year course is divided into two separate courses (i.e., first-semester, Beginning I, and second-semester, Beginning II), while the second (Intermediate) and third (Advanced) years are one-semester courses. Even though the experiment took place outside of class, all students in each of the courses participated as a natural consequence of being enrolled in their respective courses. Volunteerism, therefore, did not play a part in the study.

Twenty-seven dialogs portraying native Spanish speakers engaged in common, everyday activities and conversations were developed. The dialog situations were designed to be relevant to the interests of the students and to represent situations in which the students might conceivably find themselves. Because the dialogs would be seen and/or heard by students at different stages of instruction and of differing levels of experience in the language, an attempt was made to include items of varying degrees of difficulty corresponding to each of the first three years of language study. In order to reduce the importance of memory during the administration of the test, none of the dialogs exceeded one minute in duration, the shortest being approximately twenty seconds in length (14). The dialogs were videotaped and then the audio track was electronically dubbed onto audiotape in order to ensure that the sound tracks be identical.

The listening comprehension test itself consisted of sixty multiple-choice items of the completion type, based on information contained in the taped dialogs. Although many listening tests require students to listen to taped dialogs and then answer test items written in the target language, the present study used test items written in English. This was done to avoid the simultaneous testing of the reading skill in the foreign language. Items were written to focus on the general content of the conversations rather than on details which would test memory instead of communicative comprehension. The test item stems were recorded on the tapes following the corresponding dialogs. This was done in an attempt to prevent subjects from obtaining advance clues to the content of the tapes and subsequently listening for specific bits of information rather than focusing attention on the entire dialog. The possible responses were printed in the test booklet.

The Kuder-Richardson formula 20 was used to assess the reliability of the measurements. The reliability coefficients for the listening comprehension test for each course level and treatment group are presented in Table 1.

TABLE 1. Reliability Coefficients for Listening Comprehension Test by Course Level and Treatment Group

Level:	Beginning I	Beginning II	Intermediate	Advanced
Audiotape:	.943	.785	.839	.099*
Videotape:	.832	.932	.846	.314*

*All students in the Advanced group had near-perfect scores, thus eliminating variability among scores and resulting in poor reliability coefficients.

Two viewing rooms with seating capacity of forty persons each were used for the listening test administration. One of the rooms was equipped with a video cassette player and two wall-mounted television monitors. The other room was outfitted with a reel-to-reel audiotape player. (Reel-to-reel equipment was used in the audio-only treatment due to the higher quality sound reproduction it offers over typical audio cassette equipment.) The test was administered to all groups following identical procedures.

Data

The scores from each of the treatment groups were analyzed using the t-test. Results of those analyses are summarized in Table 2. As can be seen in that table, results of the t-test for the difference between means of the Beginning I groups showed a

TABLE 2. Descriptive Data and t-Test Results for Listening Comprehension Test Scores

Level	Treatment	n	Mean	SD	t
Beginning I	Audio	25	21.12	11.45	3.53*
	Video	25	30.80	7.52	
Beginning II	Audio	15	24.80	6.13	3.00*
	Video	15	35.07	11.76	
Intermediate	Audio	42	32.91	7.26	3.41*
	Video	42	38.40	7.31	
Advanced	Audio	7	40.14	1.13	**
	Video	7	39.57	1.59	

* $p < .01$
** No t-test was performed for these data due to the poor reliability of the listening test with these students.

significant difference [$t(48) = 3.53$, $p < .001$] favoring the videotape group ($\bar{X} = 30.80$) over the audiotape groups ($\bar{X} = 21.12$). Results of the t-test for the Beginning II groups showed a significant difference [$t(28) = 3.00$, $p < .01$] also favoring the videotape group ($\bar{X} = 35.07$) over the audiotape group ($\bar{X} = 24.80$). Differences between the treatment group means for the Intermediate level students were also statistically significant [$t(80) = 3.42$, $p < .01$] favoring the videotape subjects ($\bar{X} = 38.40$) over the audiotape subjects ($\bar{X} = 32.91$).

The t-test was not performed for the data obtained from the Advanced groups since an item analysis revealed no discrimination and an extremely low reliability coefficient. This was due to the fact that the listening test was too easy for the Advanced students, most of whom had spent two years in a Spanish-speaking country and, therefore, were able to answer almost all questions correctly regardless of the treatment level.

Summary and Discussion

The purpose of this study was to provide a partial test of the hypothesis that the inclusion of a visual adjunct to listening comprehension tests would allow students to see the totality of natural communication between native Spanish speakers including verbal and nonverbal cues (facial expressions, hand gestures and body movements) and consequently allow them to score significantly higher on a test of listening comprehension than students of equal language proficiency who receive the verbal

cues only. It would appear from the data presented in Table 2 that the visual stimuli of the dialogs, restored by the videotape procedure, made a significant contribution to the comprehension for students in the Beginning I, Beginning II and Intermediate levels. It can be theorized that such results were obtained because the videotape presentation contained a greater quantity of stimuli contributing to the redundancy of the language, thereby making it easier for the students to understand. The subjects in the videotape groups actually had more stimuli with which to interpret the message being conveyed, helping it to appear more like real conversation.

Follow-up interviews held with some of the participating students indicated that there may have been a higher interest level and greater motivation to pay attention among students receiving the videotape presentation. This may have resulted in increased involvement with the subject matter, simply because they could see a television picture. This would suppport the view that one would expect the presentation of foreign language listening tests by videotpae to be more verisimilar and to involve the students more than the presentation of the same material by audio-tape.

A careful examination of the instrument's reliability coefficients presented in Table 1 will reveal that the test discriminated equally well for both audio and video modes of presentation. Thus it could be argued by some that foreign language teachers should not have to go to the added expense and trouble to provide the visual adjunct when an audio version of the test will discriminate equally well. One must be careful to ensure, when concerned solely with discrimination indices in testing, that the intent is merely to rank students rather than assess their progress in skill development. Also, it must be reemphasized that with the exception of listening to the radio or talking on the telephone, there are few real-life communication situations in which the listenenr is unable to see the speaker. For this reason, most audiotape presentations introduce a greater degree of artificiality for second language learners because they cannot see the totality of cues that provide for complete understanding. Hence on tests of listening comprehenison, audiotape presentations would provide an erroneous measure of what the student might have understood in a real-life situation. If the goal of foreign language instruction is to develop as much as possible a real-life communicative ability in each student, then there is plausible evidence to argue in favor of the visual adjunct to listening comprehension tests.

If it is true, as it appears to be, that students do understand more of the conversation when presented via videotape than by audiotape, then an added bonus will be that the students will feel a greater degree of success in learning a foreign language and an increased desire to further develop their capacity to understand conversational speech.

Notes

1 Lucile Ducroquet, "Of the Importance of the Visual Element in Listening Comprehension Testing in a Foreign Language Context," Audio Visual Language Journal, 15 (1977-78), 251-53.
2 Ibid. p. 251.
3 Gilbert A. Jarvis, "Systematic Preparation of the Multiple-Choice Listening Test," NALLD Journal, 5 (1970), 18-25.
4 Ibid. p. 19.
5 Ibid.
6 Wilga M. Rivers, "Listening Comprehension," The Modern Language Journal, 50 (1966), 196-204.
7 Ibid. p. 201.
8 Jarvis, op cit.
9 Ibid. p. 19, (italics added).
10 William M. Stallings, "A Comparison of Television and Audio Presentations of the MLA French Listening Examination," The Journal of Educational Research, 65 (1972), 472-474.
11 Ibid. p. 11.
12 Stallings indicates that, among other problems, on several occasions technical difficulties interfered with obtaining a suitable videotape image.
13 Gordon L. Jackson, "The Effects of Video vs. Audiotape Interviews on Listening Comprehension in Third-Quarter, Beginning College French," Unpublished Ph.D. dissertation, The Ohio State University, 1979.
14 Prior to their recording, the dialogs were written in rough draft form and then revised by two native Spanish-speakers to produce a natural-sounding conversation. The conversations were then enacted in a natural way (without the scripts being memorized), and audiotaped. Next, a written transcript of the conversations was prepared from the audiotape and was used for rehearsing the dialogs. The "actors" were instructed not to memorize the scripts, but instead to use them merely as a guide. This was done to ensure spontaneity of natural speech with its concomitant hems, haws, gestures and facial expressions.

IDEA EXCHANGE: USING BRAND NAMES TO PRACTICE VOCABULARY

Doris Wheeler, Normandy High School, Parma

Taking advantage of students' knowledge of the world is helpful in providing a realistic context in which to practice foreign language vocabulary. Some units lend themselves especially well to the use of the brand names of products to provide such a context. Students enjoy, for example, telling me which part of the body hurts when I buy Dr. Scholl's, Pepto Bismol, or one of 15 to 20 other related products. Use of brand names also works well in learning food and clothing vocabulary.

TEXTBOOKS: DO THEY MATCH YOUR STUDENTS' LEARNING NEEDS?

Jan Macían and Glenn Harewood
The Ohio State University

Textbook curriculum materials play a major role in the individual student's learning (1). Today they also account for millions of dollars spent by state departments, school districts, and teachers. Foreign language educators, however, have no standard, reliable means for determining whether or not the characteristics inherent in curriculum materials enhance or impede student learning. At present, criteria for evaluating and selecting textbooks are as varied as there are textbook selection committees. Curriculum materials can be better classified, selected, and made more compatible to learners' needs if the criteria for selection are based on an elaboration of the known human learning characteristics that are inherent in the curriculum materials. (Such characteristics are, for example, interest in subject matter area, age, intelligence, motivation, creative abilities, etc.) There is, therefore, a need for foreign langauge educators to know what are the significant learner characteristics that inhere in curriculum materials, how to look for these characteristics, and to determine whether or not these curriculum characteristics "match" the learning characteristics that exist in individual learners.

Johnson (2) states that, "While all curriculum materials possess characteristics associated with such factors..., few materials are yet designed with the explicit attention to these qualities and their effect on learning" (3). Teachers, nevertheless, need to know if foreign language materials possess these specific characteristics and if they exert influence on the student's learning. Joiner (4) believes that "evaluating a foreign language text is at best a difficult task, and all too often it is poorly done" (5); and Cowles (6) says that "haphazard is the word which can often be applied to the manner in which foreign-language textual materials are evaluated by harried teachers, pressured curriculum committees, and others charged with making decisions on this important aspect of today's foreign language courses" (7). Teachers need a means to analyze, rate, and evaluate textbooks easily with confidence and expertise. They need a tool that will allow them to evaluate and analyze methodically, comfortably, and competently, the textbook curriculum materials that students use. Frymier (8), more specifically, believes that

> Curriculum materials classified in terms of human dimensions that affect learning will enable teachers to match "learners" needs and "curriculum materials" more precisely than heretofore, thus enabling teachers to teach more effectively and students to learn better han conventional conceptions of curriculum enable teachers to teach, or students to learn (9).

It is evident that teachers, students, authors, editors, publishers, curriculum selection committees, and others concerned with textbook analyses, evaluation, selection and adoption of foreign-language curriculum materials, need a reliable single source and instrument that they can use to analyze, classify, and evaluate materials that groups of learners, as well as different individual learners use. Bartel (10) laments, however, that "no single source exists that classifies and evaluates language learning materials" (11).

Collectively, these observations demonstrate some important lacunae in the area of analysis, classification, and evaluation of foreign language materials.

Teacher-centered vs. Learner-centered Instruction:

The foreign language teaching profession has become increasingly aware that the language learner is, or should be, the central figure in language teaching theory. Student-centered approaches have replaced traditional teacher-centered methods (i.e., direct, grammar-translation, or audio-lingual methods). Emphasis is no longer placed solely on turning students into good citizens or mini-scholars, but also upon fostering their personal growth as individuals (12). The learning styles, needs, and interests of individuals that were neither acknowledged nor honored by teacher-centered approaches have been placed in the foreground in student-centered instruction. Educators who view learners as individuals have devised methods that attempt to meet the varying language needs of each student, to sensitize teachers to human values and human relations in the language class, and to create an awareness of the social and affective climate created by the interaction among students and between students and teachers in the classroom (i.e, individualized instruction, Curran's Community Language Learning, Gattegno's Silent Way, Lozanov's Suggestopedia, and Asher's Total Physical Response). The focal point of all of these approaches to language curricula is the interaction between the student, teacher, and learning environment (See Figure 1).

Figure 1. Interaction model (13).

The research efforts of the past 25 years in the fields of psycholinguistics, psychology, and learning theory have supported this more interpersonal approach to language learning. Both

theoreticians and practitioners, however, agree that language teaching should no longer be conceptualized in terms of a "single undifferentiated methodological prescription" (14). Stern (15) offers the following observation:

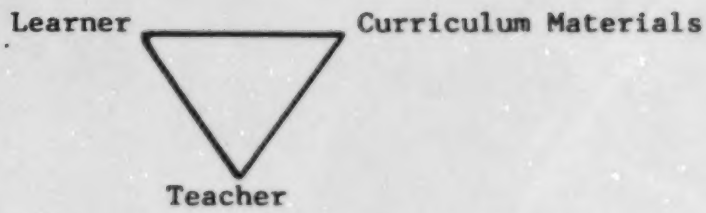
> In spite of the fact that educational psychology had for decades recognized, emphasized, and investigated the concept of individualized learner differences, ...these differences were somehow not allowed for in language teaching methods and textbooks... By and large, language teachers have looked upon language learners with fixed assumptions about how a learner should react to a given curriculum or a given teaching approach, only to be surprised again and again, and often to be quite shocked, by the variety of reactions on the part of the learners (16).

If, indeed, educators are to treat students as individuals, and take these "learner factors" into consideration, then it is evident that no "one best" method, technique, or approach, no matter how efficient, could possibly meet the needs of such a disparate student population. For example, several cognitive style features that may have bearing on second language learning have been identified (17). One such cognitive characteristic distinguishes the broad and narrow categorizers. The former group has difficulty in making pertinent distinctions between categories. They tend to apply a limited language rule, such as the spelling of "ie" stem-changing verbs in Spanish to all verbs. Narrow categorizers have a tendency to limit the rule to the specific context in which it was encountered. This student would learn to apply the rule of "e-ie" only to one or two specific verbs he or she had encountered and would be unable to make necessary and accurate generalizations to other related verbs.

In order to develop a curriculum that considers such individual learner factors of students, the teacher must consider not only the interaction between student, teacher, and learning environment, but also the interaction that occurs between these three variables and materials used in the classroom.

Frymier (18) has proposed such a model. The Annehurst Curriculum Classification System (ACCS) incorporates the three variables (learner, teacher, and learning environment) considered in the student-centered classroom theories and adds a fourth, the curriculum materials. The ACCS model also provides an instrument that assesses the student's learner characteristics and offers a linking mechanism between the learner, teacher, materials, and learning environment (See Figure 2).

According to Frymier, "Learners are unique but complete, different but wholistic organisms" (19). Efforts to improve curriculum in the 1950's and 1960's failed because educators



(Learning environment is evidenced by the enclosing triangle.)

Figure 2: ACCS Interaction Model (20).

presumed that there was "one best way" of prescribing new curricular materials and of sequencing experiences and assessing outcomes for all students. The methodological positions taken in foreign languages during these periods (Grammar-Translation, Direct, and Audio-Lingual methods) are a testimony to this belief. Frymier suggests, however, that "there is no one best way of doing anything in education because people are different" (21). If the teacher accepts the fact that learners are different, and tries to understand these differences, then the teacher can become more effective in his or her efforts to help learners learn.

Students differ from one another at any given point in time, and they also differ from themselves over time. Differences between students are important and real, and changes within a student over time are also important and real. Instructional procedures and curriculum systems that are predicated upon the notion of individual development and growth must be firmly rooted in these two basic assumptions about individual differences.

Differences within individuals and between individuals affect learning in important ways. The skillful teacher knows which differences within and between individuals are most directly related to learning. He or she also knows how these differences are related, and which ones are unrelated to learning.

ACCS - A Reversal of the Conventional Teaching-Learning Model

The conventional view of teaching-learning is that the teacher puts out information and students receive or take it in. The conventional model makes it extremely difficult for the teacher to respond to individual differences. The ACCS reconceptualization of the teaching-learning rules, however, focuses on individual differences.

The first action that the teacher performs in the ACCS model is to observe the student(s). This intake behavior consists of listening, looking, and sensing. After the teacher observes the student(s), he or she interprets those observations by bringing his or her training, experience, and intelligence to bear on them. Following the professional interpretation, the teacher

responds to each individual learner "by choosing the materials and subject matter, and arranging for the learner, those experiences and ideas that he or she feels are most likely to enable the learner to develop and grow" (22). Next each student partakes of the teacher's responses, intepret them, and does something about them. Then the cycle starts again.

This model suggests that the teacher respond to differences between students, as well as to differences within students by developing or adapting observational techniques that are broad enough and sensitive enoguh to "pick-up information about the learner from the learner. The teacher must conceive of the learner in a global manner. She or he must also conceive of a pattern of discernible human qualities that are important to learning and that can be charted as dimensions of human learning. Together, the following qualities or dimensions form a profile of the student's learner characteristics.

1 interest in subject matter area
2 age
3 previous experience
4 intelligence
5 motivation
6 creativity
7 sociability
8 emotion-personality
9 verbal expression
10 visual perception
11 auditory perception
12 motor perception

These dimensions, developed and validated by 52 educational experts (23) are considered to be inherent in the learner and in curriculm materials that learners use. The ACCS objective is to allow the teacher to identify these characteristics in the learner, and in the curriculum materials, to estimate the pattern of existence of these dimensions in the learner and in the materials, and to "match" the curriculum's pattern to the learner's pattern in order to maximize learning opportunities.

For the foreign language educator, this "linking mechanism" is of utmost importance. Joiner (24) has described the role of the teacher in the student-centered classroom as that of a tailor who must use "craftsmanship, knowledge, and ingenuity to adapt material to a particular client or clientele.

> Material must be selected for colors, texture and weight; cut according to the measurements of the client; and fashioned into a garment according to what the tailor knows of this craft. Furthermore, if the garment is found to be unsatisfactory, alterations are made until both the tailor and the customer are satisfied (25).

This analogy implies at least two important responsibilities of the language teacher: determining the individual needs and characteristics of the student, and designing learning experiences to meet those needs. These "learning experiences" include not only methodology but also curriculum materials.

Classification of a textbook page: An example

A textbook may be classified according to each of the twelve dimensions listed above, and the classification or evaluation of each dimension of the text may then be compared with the equivalent dimension of the student learner characteristics. A teacher may often be interested in only one or two of the dimensions, but when textbooks are being considered for adoption, the committee may want to consider all dimensions, matching textbook characteristics and common characteristics of the learners who will be using the text. The following, then, is an example of the classification process for just one of these twelve dimensions, the dimension of "intelligence."

Before beginning the classification process, the evaluator should become familiar with the descriptors for the dimension being considered. The following sections provide an example of a classification matrix and definitions of the descriptors to be used (26).

Classification matrix

Intelligence

High	8	7	6	5	4	3	2	1	Low
Concept oriented									Fact oriented
Abstract									Concrete
Intentions implicit									Intentions explicit
Criteria implicit									Criteria explicit
Complex organization									Simple organization
Evokes analysis-type thought									Evokes recognition
Evokes synthesis-type thought									Evokes isolated-type thought
Evokes evaluative-type thought									Evokes recall

Definitions

Concept oriented: Materials deal with "big ideas." Facts are "added up" to make a larger whole. Materials make a point. Fact oriented: Materials deal with isolated factual details. They simply recount specific data.

Abstract: Materials are theoretical. They portray generalizations. Concrete: Materials are concrete, practical, and specific.

Intentions implicit: Purpose of materials is implicit. The intentions of the materi-als must be ferreted out. Intentions explicit: Purposes for which materials were prepared are obvious. Intentions are stated explicitly in behavioral terms.

Criteria implicit: Criteria by which one judges materials are not obvious. Criteria are imbedded in materials in an obscured way. Criteria explicit: Criteria or standards by which one judges things are explicitly stated and are apparent, obvious for all.

Complex organization: Arrangement of ideas, information or stimulus material in the materials is complex, intricate and involved. The pattern is difficult to detect. Simple organization: Arrangement of ideas, information, or stimulus material is simple. The organization is straight-forward and uniform. The pattern is obvious and predictable.

Evokes analysis-type thought: Materials "start wheels turning," makes learner think "I saw one of those one time." Materials when sequenced make learner discriminate, separate, and compare. Evokes recognition: Materials evoke simple recognition; they isolate discrete bits of information so that awareness and recognition are sufficient ends in themselves.

Evokes synthesis-type thought: Materials encourage learner to bring information together, integrate ideas. Materials are sequenced in such a manner that patterns, relationships, or larger wholes are fostered. Evokes isolated-type thought: Materials evoke isolated type thought. Information and stimulus material are such that random arrangements and nonsensical clusters emerge.

Evokes evaluative-type thought: Materials require the learner to develop, adopt, or employ criteria; to make comparisons and render decisions. Materials requires the learner to involve standards of conduct or moral development, or scientific discrimination. Evokes Recall: Materials require the learner to recall information, remember factual data, or "recite by heart." Materials require learner to recount from memory or recall specific instances.

Other reminders should also be observed before beginning to classify the materials: (A) Avoid considering how the piece of materials to be classified will be used--unless directions for use are printed on the page. (B) Avoid allowing personal subject matter expertise to bias consideration and classification of the material. (C) Keep in mind that there are factors such as interest level, cognitive level, readability and vocabulary level, word and sentence length, and diagrams and pictures that may affect the classification and that need to be considered during the process.

The process begins on any page in the student textbook. A minimum of six pages should be classified for each dimension, but more may be evaluated in order to include characteristic examples of the textbook's materials. To classify the materials for the "Intelligence" dimension, the teacher looks at the first descriptor in the upper left hand corner of the "Intelligence" matrix and turns the descriptor phrase into a question: "Is the material on this page concept oriented? He or she then looks at the descriptor phrase on the opposite side of the matrix and asks the question, "Or is the material on this page fact oriented?" Based on professional experience and competence, the teacher estimates and records the degree of the page's concept versus fact orientation along the horizontal continuum (8 - 1). The teacher continues the classification by following the same procedures with the next pair of descriptors. After each pair of descriptors is considered, a check is made in one box of the horizontal continuum.

When all eight pairs of bi-polar descriptors have been considered, the descriptors are averaged vertically and collectively. Taken together, these descriptors should be the most representative description of the page as either high or low in the dimension of intelligence. A similar process is followed for several other pages. Collectively, these classifications provide a description of the book in that one dimension.

The classification of this material (textbook pages) as high or low does not indicate that the material is good or bad. It indicates the "match" or "goodness-of-fit" that there is between the intelligence portion of a particular piece of material, and the intelligence factor in a learner or in a group of learners. ACCS theory suggests that the learner who is high in the intelligence dimension, for example, can use curriculum materials that are either high or low. On the contrary, the learner who is low in the dimension of intelligence needs curriculum materials that are correspondingly low.

In a similar fashion, curriculum materials may be classified in each of the ten dimensions using the other ACCS guidelines. Collectively, these classifications form a profile of the curricular material or textbook. This profile can then be compared or "matched" with characteristics of a learner or learners. Students

who are low in the dimensions of experience, for example, need materials that are classified as low in this dimension. Students who are low in motivation, emotion-personality, creativity and social dimensions, however, need materials that are high in these dimensions.

Conclusion

Textbook curricular materials play a greater role in students' learning than foreign language teachers are usually willing to admit. If foreign language teachers desire to pay attention to the differences within and between learners, and if they recognize the importance of student-centered learning, then they must also examine materials that they use in their classes. ACCS, a new model of teaching/learning, suggests a means whereby teachers can attend to the individual student's differences by classifying textbook materials and matching them to learners' needs.

Notes

1 Lee J. Cronbach, Text Materials in Modern Education, IL: University of Illinois Press, 1955; Robert Ariew, "The Textbook as Curriculum," in Theodore V. Higgs, ed., Curriculum, Competence, and the Foreign Language Teacher, The ACTFL Foreign Language Series, Vol. 13, Skokie, IL: National Textbook Co., 1982.

2 James R. Johnson, et al, "An Examination of the Preferences of Students, Teachers, and Administrators in Differing Secondary Schools for ACCS-coded Curriculum Materials," Unpublished research article, 1978.

3 Ibid. p. 3.

4 Elizabeth G. Joiner, "Evaluating the Cultural Content of Foreign Language Texts," Modern Language Journal, 58 (1974), 242-244.

5 Ibid. p. 243.

6 Hovey M. Cowles, "Textual Materials Evaluation: A Comprehensive Checksheet," Foreign Language Annals, 9 (1976), 300-303.

7 Ibid. p. 300.

8 Jack Frymier, Annehurst Curriculum Classification System: A Practical Way to Individualize Instruction, West Lafayette, IN: Kappa Delta Pi, 1977.

9 Ibid. p. 205.

10 Klaus J. Bartel, "Selecting the Foreign Language Textbook," Modern Language Journal, 58 (1974), 326-329.

11 Ibid. p. 326.

12 Joiner, op. cit., p. 151.

13 Muneo Yoshikawa, "Language Teaching Methodologies and the Nature of the Individual: A New Definition," Modern Language Journal, 66 (1982), 391-395.

14 H. H. Stern, Fundamental Concepts of Language Teaching, Oxford: Oxford University Press, 1983, p. 494.

15 Ibid. p. 360.
16 Ibid.
17 H. Douglas Brown, Principles of Language Learning and Teaching, NJ: Prentice Hall, 1980.
18 Frymier, op. cit.
19 Ibid. p. 54.
20 After Frymier, op. cit.
21 Frymier, op. cit., p. 47
22 Ibid. p. 51.
23 Ibid. p. 212, pp. 201-229.
24 Joiner, op. cit.
25 Ibid. p. 154.
26 The classification system described is based on and adapted from Frymier, op. cit.

IDEA EXCHANGE: TIME LINES
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Student-created Time Lines are useful in learning and practicing the Spanish preterite or the French passé composé. (Younger students may first have to be introduced to the concept of a time line. A Social Studies teacher can usually provide an example.) Students begin by listing several important events in their lives (6-8 is sufficient) and the dates on which those activities occurred. Students may list (in the target language), for example, "June 15, 1970 - I was born; April 1971 - I said my first word; August 1980 - We went to California."

To prepare their personal Time Lines, students cut a piece of 8 1/2 by 11 construction paper in half lengthwise, and glue the strips together to form a poster approximately 4" by 22". After drawing a line the length of the paper, they mark off proportionately on the line the times when the events of their lives occurred. Finally they write their sentences along the time line and illustrate these events with small drawings or pictures cut from magazines.

These student-centered materials may now be used as display materials or as the basis for communicative activities in the past tense. Ask students to put their names on the back of their Time Lines, for example, and then display several of the Time Lines without names on the bulletin board. Ask other students to guess whose lives are described and illustrated. To use as a basis for communication, ask students to exchange Time Lines with a partner and then ask questions of the other student using his or her Time Line as a guide. Finally, the teacher may read events from the Time Lines to the class, and then ask students to tell when (or if) that event happened in their lives.